

Command and Tactics Division (CATD)

Military Police Basic Officer Leader Course (MPBOLC)

Military Police Captain's Career Course (MPCCC)

**Military Police Captain's Career Course Reserve
Component (MPCCC-RC)**



**Individual Student Assessment Plan (ISAP)
June 2018**



**DEPARTMENT OF THE ARMY
US ARMY MILITARY POLICE SCHOOL
FORT LEONARD WOOD, MISSOURI 63473-8926**

ATSJ-T

15 June 2018

MEMORANDUM FOR USAMPS Command and Tactics Division (CATD) Students

SUBJECT: Individual Student Assessment Plan (ISAP)

- 1. On behalf of the Commandant, United States Army Military Police School (USAMPS), welcome to your course. I encourage each of you to use the time during this course to prepare yourself to lead Soldiers and establish professional relationships with your peers. Prior to starting the course, it is essential you understand the individual duties and requirements outlined in this plan.**
- 2. The ISAP is a guide for all officers attending any CATD course (including International Military Officers). This ISAP provides you, the student, with the overall requirements and procedures for successful course completion. Read, understand, and use this document as a guide throughout the course. If you are ever in doubt on any subject matter within the ISAP, then seek clarification from your instructor immediately.**
- 3. Any recommended changes and/or additions to this ISAP should be directed through your instructor to the Chief, CATD. Assist, Protect, Defend!**

A handwritten signature in blue ink, appearing to read "R. Davel", is positioned above the printed name.

**ROBERT A. DAVEL
COL, MP
Director of Training and Education**

Individual Student Assessment Plan (ISAP)

CATD Individual Student Assessment Plan Welcome Letter

Appendix A - Honor Code

Appendix B - MPBOLC Individual Student Assessment Procedures

Table 1 Student Grade Book

Table 2 Letter of Introduction Assessment

Table 3 World Military Affairs Student Briefing Assessment

Table 4 FLIPL Grading Criteria

Table 5 AR 600-20 Assignment

Table 6 Book Report Grading Criteria

Table 7 MRT EXSUM Grading Criteria

Table 8 Garrison Leadership Evaluation

Table 9 Oral TEWT Evaluation

Table 10 Written TEWT Evaluation

Table 11 FTX Leadership Position Evaluation

Table 12 Peer Evaluation Form

Table 13 LEX Evaluation

Table 14 Battle Analysis Evaluation

Appendix C - MPCCC Individual Student Assessment Procedures

Table 1 Student Grade Book (AC)

Table 2 Student Grade Book (RC)

Appendix D - International Military Officer (IMO) Procedures

Table 1 International Military Officer Academic Report

Appendix E - Student Absences

Appendix F - Recognition of Academic and Leadership Excellence

Appendix G - Physical Fitness and Body Composition Programs

Appendix H - Student Reclama Procedures

Table 1 Student Reclama Form

Appendix I - Student Status Review Procedures

Table 1 Letter of Concern

Table 2 SGL SSR Recommendation MFR

Table 3 Chief, CATD SSR Initiation Student Notification

Table 4 SSR Routing and Cover Sheets

Table 5 SSR Decision Memo

Table 6 Commandant SSR Appeal Decision

Table 7 Student Acknowledgement Referral Memo

Table 8 Student Decision Referral Memo

Table 9 Chief, CATD Supplementary Review of a Referred DA 1059

Table 10 Fort Leonard Wood Command Policy 15

Appendix J - Student Academic Files

Table 1 MPBOLC and MPCCC Student Academic File Checklist

Table 2 MPBOLC Student Initial Counseling
Table 3 MPCCC Student Initial Counseling
Table 4 MPCCC Mid Course Counseling
Table 5 MPCCC_RC Counselings



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MEMORANDUM FOR USAMPS Command and Tactics Division (CATD)

SUBJECT: USAMPS CATD Individual Student Assessment Plan (ISAP)

1. Purpose. The purpose of this Individual Student Assessment Plan (ISAP) is to inform CATD students of policies and procedures regarding student evaluation and graduation requirements. The ISAP describes key actions and responsibilities necessary to ensure application of consistent standards for all students.

2. Applicability. Unless otherwise stated, this ISAP applies to all CATD students: Army Active Duty, Army Reserve Component, Army National Guard and International Military Officers (IMO).

3. References.

a. Army Regulation 350-1, Army Training and Leader Development, dated 10 December 2017.

b. Army Regulation 600-9, The Army Weight Control Program, dated 28 June 2013.

c. Army Regulation 600-8-2, Suspension of Favorable Personnel Actions, dated 11 May 2016.

d. Army Regulation 623-3, Evaluation Reporting System, dated 04 November 2015.

e. Army Regulation 12-15, Joint Security Cooperation Education and Training, dated 3 January 2011.

f. TRADOC Regulation 350-70, Army Learning Policy and Systems, dated 10 July 2017.

g. Fort Leonard Wood/MSCoE Command Policy #15, Limitation on Exercise of Authority, dated 24 April 2015.

h. FM 7-22, Army Physical Readiness Training, dated 26 October 2012.

i. TRADOC Regulation 350-36, Basic Officer Leaders Training Policies and Administration, dated 9 August 2017.

ATSJ-T

SUBJECT: USAMPS CATD Individual Student Assessment Plan (ISAP)

j. FLW Regulation 350-1, Instructor Certification, Development, and Recognition Program, dated 23 May 2014.

i. FLW Regulation 350-18, Training International Military Students.

4. Responsibilities.

a. Commandant. Provide the training guidance and the overall instruction for implementing the ISAP. Serve as final decision authority for student rebranch or separation.

b. Assistant Commandant. Provide oversight and ensure the ISAP is properly enforced. Serve as approval authority for students recommended for dismissal.

c. Director of Training and Education (DOT&E). Provide overall responsibility for developing, coordinating, and implementing the CATD ISAP. Serve as approval authority for students recommended for recycle. Make recommendation to the Commandant regarding student dismissal.

d. Chief, Command and Tactics Division (CATD). Ensure the ISAP supports the program of instruction, and supervises and directs changes to the ISAP in accordance with (IAW) Army and TRADOC regulations. Make recommendation to DOT&E regarding student recycles and dismissals.

e. Course Chiefs (MPBOLC, MPCCC, MPCCC-RC). Perform duties as the course manager for respective courses. Ensure training and instruction is conducted IAW the Program of Instruction (POI). Facilitate changes to the POI and the ISAP.

f. Instructor: Responsible for execution of the POI, day-to-day oversight of students and course events, including student led training and projects. Ensures training, instruction, testing, and documentation is IAW applicable regulations, policies, and procedures. Will not make or implement changes to the POI without prior approval of the respective Course Chief and the Chief, CATD.

g. Commander, 701st MP BN. Provides non-academic administrative support to MPBOLC and MPCCC students to include:

(1) Approve Army Achievement Medals for the Distinguished Honor Graduate and Leadership Award Recipients.

(2) Logistical support for student needs.

h. Commander, B/701st MP BN. Provides non-academic administrative support to the students to include:

(1) Logistical support for student needs.

ATSJ-T

SUBJECT: USAMPS CATD Individual Student Assessment Plan (ISAP)

(2) Administer the Army Body Composition Program (Appendix G).

(3) Initiating action regarding student discipline in cases of documented or alleged student misconduct (IAW Command Policy #15, Limitation on Exercise of Authority, dated 24 April 2015.)

(4) Coordinate with the Course Chiefs for scheduling and allocation of time for administrative and functional matters.

(5) Process Army Achievement Medals (AAMs) for the Distinguished Honor Graduate and Leadership Award Winner.

(6) Provide supervision and oversight for students that arrive prior to a class or are holdovers after a class.

i. International Military Student Office (IMSO). Provides non-academic administrative support to the international students to include:

(1) Guidance, advice and discipline for the International Students.

5. Course Requirements (MPBOLC). Graduation status is determined by a student's ability to complete all course requirements. Inability to complete any one of these events will result in a Student Status Review with recommendation for disposition (IAW Appendix I) for decision as applicable. These requirements include:

MP BOLC GRADUATION REQUIREMENTS		Standard	US	IMO
Academic Requirements for Graduation				
Common Core Exam*	70% of 100 Points		X	X (1)
Training Management Exam*	70% of 100 Points		X	X (1)
Supply Exam*	70% of 100 Points		X	X (1)
TACOPS Exam*	70% of 100 Points		X	
Law Exam*	70% of 100 Points		X	X (1)
Law Enforcement Exam*	70% of 100 Points		X	X (1)
Performance Requirements for Graduation				
Land Navigation Evaluation*	6 of 8 Points in 5 hours		X	X (2)
M4 Qualification*	23 of 40 hits		X	X (2)
M9 Qualification*	36 of 50 hits		X	
Letter of Introduction	17.5 of 25 points		X	X
World Military Affairs Briefing	35 of 50 points		X	X
Conduct a FLIPL	70 of 100 points		X	

ATSJ-T

SUBJECT: USAMPS CATD Individual Student Assessment Plan (ISAP)

AR 600-20 Assignment	35 of 50 points	X	
MRT EXSUM	35 of 50 points	X	
Oral TEWT Evaluation	70 of 100 Points	X	
Written TEWT Evaluation	70 of 100 Points	X	
Book Report	35 of 50 Points	X	X
Law Enforcement Exercise	70 of 100 Points 17.5 of 25 Points per Exercise	X	X
Record APFT	180 of 300 points (min 60 points per event)	X	X (2)
Battle Analysis Briefing	35 of 50 Points	X	X
Garrison Leadership Evaluation*	35 of 50 Points	X	
FTX Leadership Evaluation*	105 of 150 Points	X	
Miscellaneous Requirements for Graduation			
SGL Points	100 Points	X	
Peer Evaluations	Top 1/3 in Class: +15 points Top 1/3 in Squad: +10 points Middle 1/3 in Squad: +5 points Bottom 1/3 in Squad: +0 points	X	X

NOTES:

(*)Events that have an asterisk indicate a "First Time Go" requirement to be considered for MP BOLC Honors Recognition.

(1) IMO's have the option of writing a paper instead of taking the exam IAW Appendix C. IMO Distinguished Honor Graduate and Honor Graduate must attain at least an 85% overall academic average.

(2) IMO's must complete/participate, but minimum score is not a graduation requirement. For International Honors first time go on all required events is still mandatory.

6. Course Requirements. (MPCCC) Graduation status is determined by a student's ability to complete all course requirements. Inability to complete any one of these events will result in a Student Status Review with recommendation for disposition (IAW Appendix I) for decision as applicable. These requirements include:

Sr	Assessment Title	Own	Mod	F/S	Type	Value
1	PRT Memorandum ³	Pr	A	S	Written	50
2	Individual Development Plan	CC	A	F	Written	N/A

ATSJ-T
SUBJECT: USAMPS CATD Individual Student Assessment Plan (ISAP)

3	R2C – SA	Pr	B	F	Activity	N/A
4	Information Paper	CC	B	S	Written	50
5	Argumentative Essay	CC	B	S	Written	50
6	Congressional Assignment ¹	Pr	C	S	Written	50
7	CDSP Inventory Memo (peer grade)	Pr	C	F	Activity	N/A
8	Motor Pool Ops-SA	Pr	C	F	Activity	N/A
9	Art 15 Role Play	Pr	C	F	Activity	N/A
10	Cdr's Monthly Report-SA	Pr	C	F	Activity	N/A
11	Co Level Unit Readiness-Quad Ex ¹	Pr	C	F	Activity	N/A
12	OER Assignment ²	Pr	C	S	Written	50
13	Culture Brief	CC	D	S	Oral	50
14	Mission Command Analysis Paper	CC	D	S	Written	100
15	Mission Command Analysis Brief	CC	D	S	Oral	100
16	Knowledge Management – SA ¹	Pr	D	F	Activity	N/A
17	Joint Operations Brief	CC	D	S	Oral	50
18	Staff Study Paper	CC	D	S	Written	50
19	Decision Brief	CC	D	S	Oral	50
20	MP Company Unit Training Plan	Pr	D	S	Written	100
21	MP Company Budget	Pr	D	F	Activity	N/A
22	Consequence Management ¹	Pr	E	F	Activity	N/A
23	Police Advising in ULO Paper	Pr	E	S	Written	100
24	Criminal Intelligence & Targeting Brief ¹	Pr	E	S	Oral	100
25	Police Operations Exam	Pr	E	S	Exam	100
26	Brief SL EXSUM ¹	Pr	F-G	S	Wr/Oral	150
27	Company OPORD Exam ¹	Pr	F-G	S	Exam	100
28	Mission Command Systems BUB ¹	Pr	F-G	S	Oral	100
29	Capstone Exercise Participation	CC	H	S	Other	100
30	Mission Analysis Exam	Pr	H	S	Exam	100
31	Common Core Comprehensive Exam	CC	H	S	Exam	300
32	Command Philosophy	Pr	H	F	Activity	N/A
33	APFT (Initial and Final APFT) ³	Pr	A/J	S	Other	300
34	Class Participation	CC	All	S	Other	300
						2500

NOTES:
¹ IMOs – Do not take this assessment due to FD restrictions.

² IMOs/Marines – Replace OER assignment with country/USMC Briefs.

³ Successful completion is not a graduation requirement for IMOs.

7. Course Requirements. (MPCCC-RC) Graduation status is determined by a student's ability to complete all course requirements. Inability to complete any one of these events will result in a Student Status Review with recommendation for disposition (IAW Appendix I) for decision as applicable. These requirements include:

ATSJ-T

SUBJECT: USAMPS CATD Individual Student Assessment Plan (ISAP)

Seq	Assessment Title	Own	F/S	Phase	Value
(a)	(b)	(c)	(e)	(f)	(h)
1	Fundamentals of Mission Command	CC	S	I	50
2	Fundamentals of the Operations Process	CC	S	I	50
3	The Military Decision Making Process	CC	S	I	50
4	Fundamentals of Offensive Operations	CC	S	I	50
5	Fundamentals of Defensive Operations	CC	S	I	50
6	Police Operations Exam	Pr	S	II	100
7	CO Operations Order Brief (Group)	Pr	F	II	N/A
8	CO Operations Order Exam/Brief (IND)	Pr	S	II	200
9	Class Participation (PH II)	Pr	S	II	100
10	Army Profession Test	CC	S	III	50
11	Preparing for Command Test	Pr	S	III	100
12	Consequence Management Test	Pr	S	III	150
13	Police Operations Test	Pr	S	III	50
14	Mission Analysis Exam	CC	S	IV	200
15	Capstone Exercise Participation	CC	F	IV	N/A
16	APFT	Pr	S	IV	300
17	Class Participation (PH IV)	Pr	S	IV	100
					1600

8. Changes to the ISAP will be documented by staffing the change with a cover memorandum through the Chief, CATD to the DOT&E for approval. The change will then be posted to the ISAP and disseminated as appropriate.

9. The POC is the Chief, Command and Tactics Division at 3-8038.

Signed on original
ROBERT A. DAVEL
COL, MP
Director of Training and Education

10 Encls

1. Table of Contents
2. Appendix A: Honor Code
3. Appendix B: MPBOLC Student Evaluations Procedures
4. Appendix C: MPCCC Student Evaluations Procedures
5. Appendix D: International Military Officer (IMO) Evaluations Procedures
6. Appendix E: Student Absences
7. Appendix F: Recognition of Academic and Leadership Excellence
8. Appendix G: Physical Fitness Program and Body Composition Programs
9. Appendix H: Student Reclama Procedures

ATSJ-T

SUBJECT: USAMPS CATD Individual Student Assessment Plan (ISAP)

10. Appendix I: Student Status Review (SSR) Procedures

11. Appendix J: Student Academic Files

Appendix A U.S. Army Military Police School Honor Code to CATD Individual Student Assessment Plan (ISAP)

U.S. Army Military Police School Honor Code

1. Honor System:

a. The U.S. Army Military Police School (USAMPS) operates on the honor principle. Integrity is an essential attribute of anyone in the military; therefore, any student found guilty of a breach of integrity is subject to immediate release from the course as well as possible disciplinary action. The honor code used at the Military Police School, while broad in application, is precise in its meaning: "Every student's work is to be their own."

b. The honor system does not preclude students from working together on exercises as directed by instructors.

2. Prohibited actions:

a. **Copying/Cooperating on Individual Work:** All graded requirements must be an individual effort unless otherwise directed. For individual assignments, students are encouraged to have a classmate proofread their assignments prior to submission. Proofreading is allowed to identify grammatical errors or highlight portions of text that are cumbersome, inaccurate, or otherwise do not make sense. The proofreader may not rewrite the assignment but may assist by marking and highlighting problem areas. Students will identify, at the end of the document, who proofread the assignment. The Honor Code does not preclude students from working together on exercises as directed by an instructor. This policy relates to the completion of individual graded assessments, it does not preclude students from discussing or debating the general ideas or concepts on which the assessment is based.

b. **Use and Possession of Prior Class Material:** Students may not use material from a prior class on any assignment, exercise, examination, or tested event. This includes, but is not limited to, blank formats, templates, memorandums, mission command briefs, OPORD briefs, class notes, class slide packs, study products and test reviews. Students will not possess or distribute any course related materials to other students in current or future classes.

c. **Plagiarism:** The Random House College Dictionary (First Edition) defines plagiarism as "the appropriation of the language, ideas and thoughts of another author and representation of them as one's original work." This includes the extraction of portions of reference material, another student's work, or a previous student's work and submitting it as one's own work (book reports, essay papers, etc.) and not crediting the original author or publisher. Additionally, plagiarism involves obtaining documents and articles from the internet (World Wide Web) and not giving the author of that source credit. If the information is not your own work, created by you, you must cite the source. Citations will be done IAW standards specified on each assignment sheet handout.

Appendix A U.S. Army Military Police School Honor Code to CATD Individual Student Assessment Plan (ISAP)

d. Compromise of Test Material: Test material issued during scheduled tests, retests, or test review sessions must not leave the test/review area or the presence of the test administrator. Test material is defined as any assessed assignment or examination as described within Appendix B, Student Assessment Procedures. Test questions and answers are not to be discussed outside of the controlled environment of these areas and, specifically, should not be discussed with other students who have not been administered the test. The obtaining of test material for personal use or distribution is considered compromise of test material and violates the Honor Code.

e. Cheating: To "cheat" is defined in Webster's Dictionary as "to violate rules dishonestly (as at cards or on an examination)" and also "the obtaining of property from another by an intentional active distortion of the truth." This includes intellectual property. Cheating in the context of the Honor Code is primarily, but not limited to, examinations. No one will acquire answers to examination questions by sources other than instructional material. No outside assistance of any kind, either by verbal or written means, is allowed during exams.

3. Violations of the USAMPS Honor Code include but are by no means limited to those mentioned in paragraph 2 a-e above. Common sense and good judgment provide the basic guidelines as to what is acceptable and what is not acceptable conduct. Conduct that brings discredit to the USAMPS and the U.S. Armed Services may be considered as honor violations.

4. Violations.

a. When a person is suspected of violating the honor code, the individual making the observation will collect all available evidence, include names of witnesses if appropriate, and immediately report the incident to an instructor or the course manager.

b. Failure to report an honor violation after having observed or after having been informed of such a violation constitutes an honor violation in itself.

(Print Name-Rank Last, First, MI.)

(Student's Signature and Date)

Appendix B MPBOLC Student Evaluations Procedures to CATD Individual Student Assessment Plan (ISAP)

MPBOLC Student Evaluations Procedures

1. **Computation of Academic Standing:** The grading system is based on 2000 (1300 IMO) total points, which is used to determine class standing. The student with the highest cumulative points will be ranked number one in the class unless otherwise disqualified IAW paragraph 2, Appendix F, Recognition of Academic and Leadership Excellence. Rankings of US Officers and International Officers are separate. The possible points for all graded events are shown in Table 1 of Appendix B.

2. Students are graded based on demonstrated performance through:

a. **Leadership Position Evaluations:** Instructors will evaluate student leadership skills in a garrison and field environment IAW Tables 8 and 11 to Appendix B.

b. **Multiple Choice Examinations:**

(1) Examinations will be graded IAW the approved Test Administrative Guidance (TAG).

(2) Examination after action reviews will be scheduled as soon as possible after the examination. The after action review period will be a discussion where students may question the SME/Instructor as to the doctrine/regulation which differentiates correct responses from programmed distracters.

(3) After completion of the test review, grades will be submitted by the Test Administrator to the Instructor Team Chief for student distribution that will not identify the student by name.

c. **Performance Based Exercises:** Students must qualify on the M9 Pistol and the M4 Rifle and pass Day and Night Land Navigation, the LEX, and the FTX. The APFT score is counted in the Academic Average IAW Appendix G.

d. **Written Communication Skills Evaluations:** Students will be evaluated on a written OPOD, Letter of Introduction, FLIPL, Book Report, EXSUM (subject: MRT), Memorandum for Record (subject: AR 600-20), along with various other out-of-class and in-class writing assignments. Instructors will evaluate assignments according to the criteria outlined in Appendix B. Instructors will use these grades as input for each student's demonstrated Written Communication abilities on the student's Academic Evaluation Report (AER). Demonstration of satisfactory communication skills is a requirement for graduation.

e. **Oral Communication Skills Evaluations:** Oral expression is an important part of a student's overall communication skills. Students will present several briefings including oral OPODs, World Military Affairs Briefing, Battle Analysis Briefing, Garrison and FTX leadership positions along with various other briefing opportunities throughout the class. Instructors will evaluate assignments IAW Appendix B. Instructors will use these grades as input for each student's demonstrated Oral Communication abilities on the student's

Appendix B MPBOLC Student Evaluations Procedures to CATD Individual Student Assessment Plan (ISAP)

AER. Demonstration of satisfactory communication skills is a requirement for graduation.

f. Peer Evaluations: Students will be evaluated and ranked by their peers within each squad IAW Table 12, Appendix B. Contributions to group work and performance while a follower are all important attributes for a new officer.

g. Instructor Evaluations: Instructor points allow instructors to allocate points into a student's academic average based on performance, leadership, teamwork, improvement, etc. that are not directly captured in another evaluated event.

3. Retest of Graded Assignments: Students who do not achieve a passing score on a graded assignment or event will be counseled in writing by their instructor. The counseling will include the study reference list with the name of the instructor who will outline the supplemental training and the date a retest will be administered. Although a student must achieve a passing score on a subsequent attempt, the points achieved on the *first* attempt will determine the points awarded towards the overall academic average. A retest covering the entire contents of the instruction will be administered to a student that fails to achieve a minimum passing score on a graded assignment (Exceptions for IMOs are covered in Appendix C).

4. Reclama: The reclama process is the means by which students are given the opportunity to challenge a test question. Reclama procedures are found in Appendix I.

5. Academic Evaluation Reports: An Academic Evaluation Report (AER), DA Form 1059 will be prepared by the student's instructor upon course completion and a copy will be furnished to each student. In addition to comments on academic proficiency, each AER will:

a. Reflect superior, satisfactory, or unsatisfactory performance in Written Communication, Oral Communication, Leadership Skills, Contribution to Group Work, and Research Ability.

b. Address additional duties performed by the students (e.g., class leader, S1 through S4, sponsor for International Military Student, etc.).

c. Annotate physical fitness and/or academic excellence (i.e., Honor Graduate, Commandant's List, APFT badge, etc.).

6. Evaluations for International Military Officers (IMO): See Appendix C.

5 Encls

Table 1: Student Grade Book

Table 2: Letter of Introduction Assessment

Appendix B MPBOLC Student Evaluations Procedures to CATD Individual Student Assessment Plan (ISAP)

Table 3: World Military Affairs Student Briefing Assessment

Table 4: FLIPL Grading Criteria

Table 5: AR 600-20 Assignment

Table 6: Book Report Grading Criteria

Table 7: MRT EXSUM Grading Criteria

Table 8: Garrison Leadership Evaluation

Table 9: Oral TEWT Evaluation

Table 10: Written TEWT Evalutaion

Table 11: FTX Leadership Position Evaluation

Table 12: Peer Evaluation Form

Table 13: LEX Evaluation

Table 14: Battle Analysis Evaluation

Table 1 Student Grade Book to Appendix B MPBOLC Student Evaluations Procedures to CATD Individual Student Assessment Plan (ISAP)

US Student Grade Book
Academic average is based upon 2000 points.

<u>EVALUATED AREA</u>	<u>POSSIBLE POINTS / POINTS EARNED</u>
<u>EXAMS</u>	
1. Common Core Exam	100/_____
2. Training Management Exam	100/_____
3. Supply Exam	100/_____
4. TACOPS Exam	100/_____
5. Law Exam	100/_____
6. Law Enforcement Exam	100/_____
<u>PERFORMANCE REQUIREMENTS</u>	
1. Land Navigation (Day/Night)	25/_____
2. M4 Qualification (*)	50/_____
3. M9 Qualification (*)	50/_____
4. Letter of Introduction	25/_____
5. World Military Affairs Briefing	50/_____
6. Conduct a FLIPL	100/_____
7. AR 600-20 Assignment	50/_____
8. MRT EXSUM	50/_____
9. Oral TEWT	100/_____
10. Written TEWT	100/_____
11. Book Report	50/_____
12. Law Enforcement Exercise	100/_____
13. Record APFT	300/_____
14. Battle Analysis Briefing	50/_____
15. Garrison Leadership Position Evaluation	50/_____
16. FTX Leadership Position Evaluation	150/_____
<u>MISCELLANEOUS REQUIREMENTS</u>	
1. Peer Evaluation "Bonus" (#)	15/_____
2. SGL Points	100/_____
TOTAL	2000 points/_____

Notes:

(*) Scored as follows: Expert = 50, Sharpshooter = 45, Marksman = 40, Unqualified = 35

(#) Students may receive "bonus points" based on their ratings in the peer evaluation.

Scored as follows: Top 3 in Class: +15 points; Then within each squad: top 1/3 = +10 points; middle 1/3 = +5 points

Table 1 Student Grade Book to Appendix B MPBOLC Student Evaluations Procedures to CATD Individual Student Assessment Plan (ISAP)

International Officer Grade Book
Academic average is based upon 1300 points.

<u>EVALUATED AREA</u>	<u>POSSIBLE POINTS / POINTS EARNED</u>
<u>EXAMS</u>	
1. Common Core Exam (I)	100/_____
2. Training Management Exam (I)	100/_____
3. Supply Exam (I)	100/_____
4. Law Exam (I)	100/_____
5. Law Enforcement Exam (I)	100/_____
<u>PERFORMANCE REQUIREMENTS</u>	
1. Land Navigation (Day/Night) (\$)	25/_____
2. M4 Qualification (*) (\$)	50/_____
3. M9 Qualification (*) (\$)	50/_____
4. Letter of Introduction	25/_____
5. World Military Affairs Briefing	50/_____
6. Book Report	50/_____
7. Law Enforcement Exercise	100/_____
8. Record APFT (\$)	300/_____
9. Battle Analysis Briefing	50/_____
<u>MISCELLANEOUS REQUIREMENTS</u>	
1. Peer Evaluation "Bonus" (#)	15/_____
2. SGL Points	100/_____
TOTAL	1300 points/_____

Notes:

(I) IMO's may replace Exams with a written paper highlighting US/IMS military system differences.

(\$) IMO's must participate but do not have to meet the minimum standards to graduate.

(*) Scored as follows: Expert = 50, Sharpshooter = 45, Marksman = 40, Unqualified = 35

(#) Students may receive "bonus points" based on their ratings in the peer evaluation. Scored as follows: Top 3 in Class: +15 points; Then within each squad: top 1/3 = +10 points; middle 1/3 = +5 points

Evaluation

A grade below 70% is considered a failing grade. Students must redo any assignment or test receiving a grade below 70% in order to pass the course. However, the points from the first attempt will be recorded and used for assessing academic averages. A first time "unqualified" or "no-go" on the M9, M4, or land navigation with subsequent qualification will not count against the student for SSR procedures. In the event that the student DOES NOT qualify by the 14th week of the course an SSR will be initiated. A first time

Table 1 Student Grade Book to Appendix B MPBOLC Student Evaluations Procedures to CATD Individual Student Assessment Plan (ISAP)

9

qualification or go remains a requirement for course academic honors.

Tardiness

Late assignments will not be accepted. Students will receive zero points for an assignment that is not submitted by the deadline.

Table 2 Letter of Introduction Assessment to Appendix B MPBOLC Student Evaluation Procedures to CATD Individual Student Assessment Plan (ISAP)

Letter of Introduction/ Email Etiquette Assignment

- 1) Read the Email Etiquette and Army Writing classes along with associated Army Doctrine (AR 25-50).**
- 2) Write a Letter of Introduction to your Battalion Commander (your assigned actual unit).**
- 3) Follow ALL AR 25-50 guidance for the letter and send a professional email (using your .mil email account ONLY and guidance from the email etiquette class slides) with the letter attached to your evaluating instructor.**

Grading Criteria:

- = 50 Available points**
- 1 point lost for each format issue as directed in AR 25-50 instructions for letters and overall writing**
- 1 point lost for each grammatical or spelling error**
- 1 point lost for incorrect unit or leader information**
- 1 point lost for each error in the email (based on guidance in the email etiquette class slides)**
- Minimum score is 70% (35/50 points)**

**Table 3 World Military Affairs Student Briefing Assessment to Appendix B MPBOLC
Student Evaluations to CATD Individual Student Assessment Plan (ISAP)**

- ☐ Preparation
- ☐ Execution

STUDENT BRIEFING ASSESSMENT

Stop: _____

Start: _____

Time: _____

Name: _____

Date: _____

Title: _____ Assessment by: _____

SUBSTANCE/ORGANIZATION	STYLE
Introduction <i>Greeting (poised, confident)</i> <i>Purpose (relevant, focused, controlling idea)</i> <i>References (current, meaningful)</i> <i>Procedure/Outline (logical, appropriate level of detail)</i>	<input type="checkbox"/> Physical Behavior <i>Eye Contact (maintains with audience, natural, avoids excessive reference to slides or notes)</i> <i>Movement (appropriate, not excessive)</i> <i>Gestures (meaningful, appropriate, well timed, provided emphasis)</i>
Body <input type="checkbox"/> Accuracy/Completeness (<i>major points stated accurately, no major points omitted</i>) <input type="checkbox"/> Support/Significance (<i>appropriate use of facts, examples, etc. answers, "So what?"</i>) <input type="checkbox"/> Sequence (<i>conveys information in logical, meaningful sequence, easy to follow</i>) <input type="checkbox"/> Transitions (<i>planned, logical, maintains tempo</i>)	<input type="checkbox"/> Speaking Voice (<i>appropriate volume, comfortable pace, effective pauses</i>) <input type="checkbox"/> Vocabulary (<i>clear/concise vocabulary, pronounces words correctly, enunciates clearly</i>) <input type="checkbox"/> Enthusiasm/Confidence (<i>conveys sense of 'ownership,' confident in own knowledge and abilities</i>)
Closing <i>Summary (emphasizes main points; no new information)</i> Ask for Questions <i>Conclusion (appropriate, meaningful, concise)</i>	<div style="text-align: center;">CORRECTNESS</div> <input type="checkbox"/> Visuals/Slides/Graphics <i>Format (sequencing, numbering, font, centering, spelling, abbreviations)</i> <i>Content (relevant, appropriate use of pictures/graphics)</i> <i>Handouts/Video, etc. (introduced, relevant)</i>

**Evaluation: _____/50 points
35 points minimum to pass**

Table 4 FLIPL Grading Criteria to Appendix B MPBOLC Student Evaluations to CATD Individual Student Assessment Plan (ISAP)

FLIPL Homework Exercise Grade Sheet

Table of Contents	10 points
Chronology	10 points
DD Form 200	20 points
DA Form 7531	20 points
Findings and Recommendation	20 points
Overall Appearance	20 points
<u>Total</u>	<u>100 points</u>

Table 5 AR 600-20 Assignment to Appendix B MPBOLC Student Evaluation Procedures to CATD Individual Student Assessment Plan (ISAP)

AR 600-20 Assignment

- (1) Students will write a memorandum for record as directed in AR 25-50 summarizing their assigned topic and their role in supporting the command as a subordinate leader.**
- (2) Memorandums will be fully in accordance with AR 25-50.**
- (3) Students will read AR 600-20 and gather additional information from Army resources IRT their assigned topic.**
- (4) Students will be evaluated on the proper use of the English language, grammar, adherence to instructions, and the ability to comprehend and subsequently articulate a point. Additionally, during class discussion students will gain a better understanding of command policies.**

Table 6 Book Report Grading Criteria to Appendix B MP BOLC Student Evaluations to CATD Individual Assessment Plan (ISAP)

Professional Development Book Report

Action: Select, read, and write a thesis on that book's relation to one of the Army Leadership Attributes or Competencies (ADP and ADRP 6-22)

Condition: Using provided book selection list or SGL approved book and computers

Standard: Write a well thought out thesis after reading the selected book on how the information provided in the book relates to one of the Army Leadership Attributes or Competencies.

Instructions

(1) Students will write a three page, single spaced, discussion on how their book relates to an Army Leadership Attribute or Competency. Books will be selected from the CSA recommended reading list or other books approved by SGL on case-by-case basis.

(2) Papers will have 1-inch margins, font at Arial 12pt, title centered at the top of the first page with student's name on line below the title, and the document will be single spaced with a space between each paragraph. The paper will not exceed three pages without penalty.

(3) Students will **bold** their thesis statement IOT clearly identify it to the evaluators.

(4) Students will review leadership attributes and competencies and read the entire book to develop a well thought discussion.

(5) Students will be evaluated on the proper use of the English language, grammar, ability to develop a thesis statement, the ability to formulate original thoughts and opinions, and the ability to develop a clear line of thought within a single document.

Table 7 MRT EXSUM Grading Criteria to Appendix B MP BOLC Student Evaluations to CATD Individual Student Assessment Plan (ISAP)

MRT Assignment Instructions

(1) Students will write an Executive Summary (EXSUM) to their actual Battalion Commander (future or current unit). In the EXSUM they will discuss the benefits of their assigned MRT module and how it can be implemented into their battalion training plan. If the assigned MRT module has multiple components, students may write on the collective or select an individual component.

(2) Papers will be completed using the EXSUM format. (See Below)

(3) Students will also review and understand all assigned MRT modules (1 -- Hunt the Good Stuff and ATC; 2 -- Thinking traps, Icebergs, Energy Management; 3 -- Problem Solving, Put it in Perspective, Real-Time Resilience; 4 -- Character Strengths, ACR and Praise; 5 -- Effective Communication).

(4) Students will be evaluated on the proper use of the English language, grammar, adherence to instructions, and the ability to comprehend and subsequently articulate a point.

TR 1-11 EXECUTIVE SUMMARY INSTRUCTIONS:

3-6. Executive summary

Use EXSUMs to provide information, updates, and interim responses to the Command Group. Whenever possible, use EXSUMs instead of information papers.

a. Procedures. Requests for EXSUMs are tasked in accordance with procedures in paragraph 21k.

b. EXSUM format (see Figure 3-3). The TRADOC EXSUM format matches the HQDA EXSUM format shown in DA Memo 25-52, Staff Action Process and Correspondence Policies, paragraph 16.

(1) Do not exceed 15 lines.

(2) The EXSUM will be one paragraph, marked with the appropriate classification in bold centered at the top and bottom of the page. A separate classification for the title is also required.

(3) In the first sentence, state reason for EXSUM. Do not use or refer to attachments in the EXSUM. Spell out all acronyms when first used.

c. Begin typing the originator's name and contact information at the center of the page as shown in Figure 3-3.

d. Type "APPROVED BY: Rank/Mr./Mrs./Ms. Surname" one line below originator's name and contact information.

Table 7 MRT EXSUM Grading Criteria to Appendix B MP BOLC Student Evaluations to CATD Individual Student Assessment Plan (ISAP)

e. DCSs and chiefs of special staff offices and organization command groups will forward EXSUMs, via e-mail, to the CG (and the CG XO), DCG/CoS (and the DCG/CoS XO), or DCoS (and the DCoS XO). Provide cc to SGS to ensure tracking system is updated.

Figure 3-3. External executive summary (EXSUM) format

	(CLASSIFICATION)	
1	EXECUTIVE SUMMARY	
1		ES152060 01 Mar 15
1	(U) PREPARATION OF AN EXECUTIVE SUMMARY (U) (originator's office symbol) An executive summary (EXSUM) is prepared in Arial 12 with one-inch margins. The EXSUM should begin with the overall classification one inch from the top and bottom of the page. Place the words EXECUTIVE SUMMARY centered and one line down from the classification. The tasker number (if applicable) and the date are two lines down from EXECUTIVE SUMMARY. The subject is uppercase, underlined and marked with a security classification. The originator's office symbol will appear in parentheses after the security classification, followed by the body of the text. An EXSUM should contain no more than 15 lines and synthesizes the essential elements of information necessary to answer the recipient's question. The first sentence will identify the purpose of the correspondence (EXSUMs are self-initiated or respond to someone's question.) Acronyms should always be spelled out the first time they appear, followed by the acronym in parentheses. Ensure the originator is identified and the EXSUM approved as shown below. Type the name of the approval authority below the originator's name and telephone number to indicate approval by principal, deputy, or director	
1		
2		
2		
4		
	Originator's full name/office symbol/phone Originator's e-mail address	
1	APPROVED BY: BG Brian Xxxxx	
	(CLASSIFICATION)	

Table 8 Garrison Leadership Evaluation to Appendix B MP BOLC Student Evaluations to CATD Individual Student Assessment Plan (ISAP)

LEADERSHIP EVALUATION									
Student:				Week: PLATOON LEADER					
Self-Assesment				List concrete achievements/events you impacted or areas of improvement					
Instructor Assessment									
Leadership Intro				1	2	3	4	5	
Intent	Guidance	S. Brief	SL Select						
Counseling				1	2	3	4	5	
Initial SGL Guidance		Counseled PSG							
Communication				1	2	3	4	5	
W/SGL	W/PSG	W/Staff	W/External						
Planning/Decision Making				2	4	6	8	10	
Recon	Delegation	Flexibility	T. Manage						
Leads by Example				1	2	3	4	5	
Attitude	Presence	Initiative	Preparation						
Morning Guidance/Daily Close Out				1	2	3	4	5	
Inspires	Updates	Clarifies	Guidance						
Military Bearing/Composure				1	2	3	4	5	
Appearance	Equipment	Patience	Charisma						
Mission Accomplishment				1	2	3	4	5	
Susp Met	Class "Go's"	Teamwork	Pers Impact						
Final AAR				1	2	3	4	5	
Structured	Leader Led	Captured	Backbrief						
Total Points									
Instructor Assessment Comments				Assessed Score					

Table 8 Garrison Leadership Evaluation to Appendix B MP BOLC Student Evaluations to CATD Individual Student Assessment Plan (ISAP)

LEADERSHIP EVALUATION										
Student:				Week: PLATOON SERGEANT						
Self-Assesment				List concrete achievements/events you impacted or areas of improvement						
Instructor Assessment										
Leadership Intro				1	2	3	4	5		
Intent	Guidance	S. Brief	SL Select							
Counseling				1	2	3	4	5		
Initial SGL Guidance		Counseled SL's								
Communication				1	2	3	4	5		
W/SGL	W/SL's	W/Staff	W/External							
Accountability				2	4	6	8	10		
PRT	Class	Training	Weekend							
Leads by Example				1	2	3	4	5		
Attitude	Presence	Initiative	Preparation							
Enforced Standards				1	2	3	4	5		
Uniform	Discipline	Assignments	Ext. Conduct							
Military Bearing/Composure				1	2	3	4	5		
Appearance	Equipment	Patience	Charisma							
Mission Accomplishment				1	2	3	4	5		
Susp Met	Class "Go's"	Teamwork	Pers Impact							
Final AAR				1	2	3	4	5		
Structured	Leader Led	Captured	Backbrief							
Total Points										
Instructor Assessment Comments				Assessed Score						

Table 9 Oral TEWT Evaluation to Appendix B MP BOLC Student Evaluations CATD Individual Student Assessment Plan (ISAP)

ORAL TEWT Operations Order Evaluation

Introduction:

1) Greeting 2) Roll Call 3) Map Orientation 4) Task Organization

1. (U) Situation.

a. (U) Area of Interest. (Area of Concern/Influence and outside enemy threats)

b. (U) Area of Operations.

(1) (U) Terrain. (OAKOC with ENEMY/FRIENDLY ADV/ Mitigation)

(2) (U) Weather. (Detailed weather for full mission timeline/ Impacts)

c. (U) Enemy Forces.

(Threats and Adversaries (Tactics); Equipment, Composition, Capabilities, Disposition, Recent Activities; MPCOA/ MDCOA)

d. (U) Friendly Forces.

(1) (U) Higher Headquarters' Mission and Intent. [Two levels up]

(2) (U) Mission of Adjacent Units.

e. (U) Civil Considerations. Mission Specific and Impacts to operation

f. (U) Attachments & Detachments. (Only US or Coalition Forces)

2. (U) Mission. (2x)

Who, What (Task), Where, When, Why (Purpose)

FM 3-90-1 App B (Tactical Mission Tasks)

3. (U) Execution.

a. (U) Commander's Intent. (Purpose, Key Tasks, End State)

b. (U) Concept of Operations. (Basic overview of Decisive, Shaping, Sustaining and Why)

c. (U) Scheme of Movement and Maneuver. (DETAILED. From OPORD Brief through FULL mission and return/ recovery/ prepped to execute further mission as directed by higher and contingencies) (Use control measures from ADRP 1-02 or FM 3-90-1 App A (Basic Control Measures) USE PROPER DOCTRINE AND CLASSROOM INSTRUCTION TO DEVELOP SPECIFIC MISSION)

d. (U) Scheme of Fires.

e. (U) Tasks to Subordinate Units. (TASK AND PURPOSE with Tactical Mission Tasks and Effects if possible)

f. (U) Coordinating Instructions.

(1) (U) Time or condition when OPORD becomes effective.

(2) (U) Commander's Critical Information Requirements.

(3) (U) Essential Elements of Friendly Information.

(4) (U) Rules of Engagement. (Mission Specific plus Escalation of Force Instructions)

(5) (U) Risk Reduction Control Measures.

(6) (U) Other Coordinating Instructions. (As needed)

(a) (U) Order of March

(b) (U) Route of March (Primary & Alternate)

(c) (U) Rendezvous times & locations (AA, ORP)

(d) (U) Speeds (convoy & catch-up) & Intervals

(e) (U) Checkpoints, PLs, LOA

(f) (U) MOPP Level

(g) (U) Equipment/ Uniform Common to All (Changes to SOP)

(h) (U) Equipment Common to All Vehicles (Changes to SOP)

(i) (U) Weapons Mix

(j) (U) Guidance on Squad Rehearsals

(k) (U) Priorities of Work

(m) (U) Timeline (From OPORD Brief to mission complete and prepared to conduct future operations) Including: Maintenance Timeline, Squad Leader Back-briefs, SQD/ Platoon Rehearsals, Platoon PCI, Vehicles Staged, SP Time, Mission Specific Times, etc.

4. (U) Sustainment.

a. (U) Logistics. (Those that apply, MISSION SPECIFIC)

(1) (U) Class I (Food)

(2) (U) Class II (Clothing, Individual/Non-expendable Equip.)

(3) (U) Class III (POL)

(4) (U) Class IV (Construction Material)

(5) (U) Class V (Ammo)

(6) (U) Class VI (Personal Demand Items)

(7) (U) Class VII (Major End Items)

(8) (U) Class VIII (Medical)

(9) (U) Class IX (Repair Parts)

b. (U) Personnel.

Maint/Recovery Plan (MISSION SPECIFIC)

c. (U) Health Systems Support.

Medical recovery Plan (MISSION SPECIFIC)

5. (U) Command and Signal.

a. (U) Command.

(1) (U) Location of Commander. (Before, During, After)

(2) (U) Succession of Command.

b. (U) Control.

(1) (U) Command Post. (Before, During, After)

(2) (U) Reports. (MISSION SPECIFIC, NOT SOP REPORTS)

c. (U) Signal. Signal Plan (PACE) (SOI Specifics); Mission Specific Radio Procedures

Confirmation Brief:

Overall Product:

- Briefing Style/ Confidence

- Knowledge of Plan

- Terrain Model (with Blowups, Proper Symbols, etc.)

- Demonstration of Tactical Proficiency

Score (circle one):

No-Go	Go		
Unsatisfactory	Satisfactory	Outstanding	Exceptional
	(80)	(90)	(100)

Additional Notes:

SGL Initials _____ Student Initials _____

Table 10 Written TEWT Evaluation to Appendix B MP BOLC Student Evaluations CATD Individual Student Assessment Plan (ISAP)

Written Operations Order Evaluation (USE FORMAT from FM 6-0, Appendix C)

<p>1. (U) Situation.</p> <p>a. (U) <u>Area of Interest</u>. (Area of Concern/Influence and outside enemy threats)</p> <p>b. (U) <u>Area of Operations</u>.</p> <p>(1) (U) <u>Terrain</u>. (OAKOC with ENEMY/FRIENDLY ADV/ Mitigation)</p> <p>(2) (U) <u>Weather</u>. (Detailed weather for full mission timeline/ Impacts)</p> <p>c. (U) <u>Enemy Forces</u>.</p> <p>(Threats and Adversaries (Tactics); Equipment, Composition, Capabilities, Disposition, Recent Activities; MPCOA/ MDCOA)</p> <p>d. (U) <u>Friendly Forces</u>.</p> <p>(1) (U) <u>Higher Headquarters' Mission and Intent</u>. [Two levels up]</p> <p>(2) (U) <u>Mission of Adjacent Units</u>.</p> <p>e. (U) <u>Civil Considerations</u>. Mission Specific and Impacts to operation</p> <p>f. (U) <u>Attachments & Detachments</u>. (Only US or Coalition Forces)</p>	<p>a. (U) <u>Logistics</u>. (Those that apply, MISSION SPECIFIC)</p> <p>(1) (U) Class I (Food)</p> <p>(2) (U) Class II (Clothing, Individual/Non-expendable Equip.)</p> <p>(3) (U) Class III (POL)</p> <p>(4) (U) Class IV (Construction Material)</p> <p>(5) (U) Class V (Ammo)</p> <p>(6) (U) Class VI (Personal Demand Items)</p> <p>(7) (U) Class VII (Major End Items)</p> <p>(8) (U) Class VIII (Medical)</p> <p>(9) (U) Class IX (Repair Parts)</p> <p>b. (U) <u>Personnel</u>.</p> <p>Maint/Recovery Plan (MISSION SPECIFIC)</p> <p>c. (U) <u>Health Systems Support</u>.</p> <p>Medical recovery Plan (MISSION SPECIFIC)</p>												
<p>2. (U) Mission.</p> <p>Who, What (Task), Where, When, Why (Purpose)</p> <p>FM 3-90-1 App B (Tactical Mission Tasks)</p>	<p>5. (U) Command and Signal.</p> <p>a. (U) <u>Command</u>.</p> <p>(1) (U) <u>Location of Commander</u>. (Before, During, After)</p> <p>(2) (U) <u>Succession of Command</u>.</p> <p>b. (U) <u>Control</u>.</p> <p>(1) (U) <u>Command Post</u>. (Before, During, After)</p> <p>(2) (U) <u>Reports</u>. (MISSION SPECIFIC, NOT SOP REPORTS)</p> <p>c. (U) <u>Signal</u>. Signal Plan (PACE) (SOI Specifics); Mission Specific Radio Procedures</p>												
<p>3. (U) Execution.</p> <p>a. (U) <u>Commander's Intent</u>. (Purpose, Key Tasks, End State)</p> <p>b. (U) <u>Concept of Operations</u>. (Basic overview of Decisive, Shaping, Sustaining and Why)</p> <p>c. (U) <u>Scheme of Movement and Maneuver</u>. (DETAILED. From OPORD Brief through FULL mission and return/ recovery/ prepped to execute further mission as directed by higher and contingencies) (Use control measures from ADRP 1-02 or FM 3-90-1 App A (Basic Control Measures) USE PROPER DOCTRINE AND CLASSROOM INSTRUCTION TO DEVELOP SPECIFIC MISSION)</p> <p>d. (U) <u>Scheme of Fires</u>.</p> <p>e. (U) <u>Tasks to Subordinate Units</u>. (TASK AND PURPOSE with Tactical Mission Tasks and Effects if possible)</p> <p>f. (U) <u>Coordinating Instructions</u>.</p> <p>(1) (U) <u>Time or condition when OPORD becomes effective</u>.</p> <p>(2) (U) <u>Commander's Critical Information Requirements</u>.</p> <p>(3) (U) <u>Essential Elements of Friendly Information</u>.</p> <p>(4) (U) <u>Rules of Engagement</u>. (Mission Specific plus Escalation of Force Instructions)</p> <p>(5) (U) <u>Risk Reduction Control Measures</u>.</p> <p>(6) (U) <u>Other Coordinating Instructions</u>. (As needed)</p> <p>(a) (U) Order of March</p> <p>(b) (U) Route of March (Primary & Alternate)</p> <p>(c) (U) Rendezvous times & locations (AA, ORP)</p> <p>(d) (U) Speeds (convoy & catch-up) & Intervals</p> <p>(e) (U) Checkpoints, PLs, LOA</p> <p>(f) (U) MOPP Level</p> <p>(g) (U) Equipment/ Uniform Common to All (Changes to SOP)</p> <p>(h) (U) Equipment Common to All Vehicles (Changes to SOP)</p> <p>(i) (U) Weapons Mix</p> <p>(j) (U) Guidance on Squad Rehearsals</p> <p>(k) (U) Priorities of Work</p> <p>(l) (U) Timeline (From OPORD Brief to mission complete and prepared to conduct future operations) including: Maintenance Timeline, Squad Leader Back-briefs, SQD/ Platoon Rehearsals, Platoon PCI, Vehicles Staged, SP Time, Mission Specific Times, etc.</p>	<p>Confirmation Brief:</p> <p>Overall Product:</p> <ul style="list-style-type: none"> - Format/ Grammatical - Overlays (quality, terms, and symbols) - Demonstration of Tactical Proficiency 												
<p>4. (U) Sustainment.</p>	<p>Score (circle one):</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;">No-Go</td> <td colspan="3">Go</td> </tr> <tr> <td>Unsatisfactory</td> <td>Satisfactory</td> <td>Outstanding</td> <td>Exceptional</td> </tr> <tr> <td></td> <td>(80)</td> <td>(90)</td> <td>(100)</td> </tr> </table> <p>Additional Notes:</p> <p>SGL Initials _____ Student Initials _____</p>	No-Go	Go			Unsatisfactory	Satisfactory	Outstanding	Exceptional		(80)	(90)	(100)
No-Go	Go												
Unsatisfactory	Satisfactory	Outstanding	Exceptional										
	(80)	(90)	(100)										

Table 11 FTX Leadership Position Evaluation to Appendix B MP BOLC Student Evaluations to CATD Individual Student Assessment Plan (ISAP)

FTX Leadership Position Evaluation

Name: _____ Mission: _____

Leadership Position: _____ Platoon: _____ Time/Date: _____

TLPs	Points	Comments:
Receive the mission (ask questions)	/5	
Issue WARNORD FM 6-0, APP C, FIG C-4	/10	
Make tentative plan	/5	
Start movement (troops, trucks, etc)	/5	
Conduct Recon (route, site, return)	/5	
Finalize plan (adjust based on recon)	/5	
Issue FRAGORD	/50	
Situation		
Mission		
Execution		
Sustainment		
Command and Signal		
Supervise (rehearse, adjust, inspect)	/5	

Decision Making/ Leadership	Points	Comments:
Delegation	/10	
Clarity	/10	
Presence	/10	
Purpose, Direction, Motivation	/15	

Tactical Competencies	Points	Comments:
Followed Applicable Doctrine	/10	
Plan was able to be Executed	/5	

SCORE: _____ of 150
(>105 No-Go, 105-120 Satisfactory, 121-135 Outstanding, 136-150 Exceptional)

Evaluator Signature/Date: _____

Student Signature/Date: _____

Table 11 FTX Leadership Position Evaluation to Appendix B MP BOLC Student Evaluations to CATD Individual Student Assessment Plan (ISAP)

FTX ORAL TEWT Operations Order Evaluation

Introduction:

1) Greeting 2) Roll Call 3) Map Orientation 4) Task Organization

1. (U) Situation.

- a. (U) Area of Interest. (Area of Concern/Influence and outside enemy threats)
- b. (U) Area of Operations.
 - (1) (U) Terrain. (OAKOC with ENEMY/FRIENDLY ADV/ Mitigation)
 - (2) (U) Weather. (Detailed weather for full mission timeline/ Impacts)
- c. (U) Enemy Forces. (Threats and Adversaries (Tactics); Equipment, Composition, Capabilities, Disposition, Recent Activities; MPCOA/ MDCOA)
- d. (U) Friendly Forces.
 - (1) (U) Higher Headquarters' Mission and Intent. [Two levels up]
 - (2) (U) Mission of Adjacent Units.
- e. (U) Civil Considerations. Mission Specific and impacts to operation
- f. (U) Attachments & Detachments. (Only US or Coalition Forces)

2. (U) Mission. (2x)

Who, What (Task), Where, When, Why (Purpose)
FM 3-90-1 App B (Tactical Mission Tasks)

3. (U) Execution.

- a. (U) Commander's Intent. (Purpose, Key Tasks, End State)
- b. (U) Concept of Operations. (Basic overview of Decisive, Shaping, Sustaining and Why)
- c. (U) Scheme of Movement and Maneuver. (DETAILED. From OPORD Brief through FULL mission and return/ recovery/ prepped to execute further mission as directed by higher and contingencies) (Use control measures from ADRP 1-42 or FM 3-90-1 App A (Basic Control Measures) USE PROPER DOCTRINE AND CLASSROOM INSTRUCTION TO DEVELOP SPECIFIC MISSION!)
- d. (U) Scheme of Fires.
- e. (U) Tasks to Subordinate Units. (TASK AND PURPOSE with Tactical Mission Tasks and Effects if possible)
- f. (U) Coordinating Instructions.
 - (1) (U) Time or condition when OPORD becomes effective.
 - (2) (U) Commander's Critical Information Requirements.
 - (3) (U) Essential Elements of Friendly Information.
 - (4) (U) Rules of Engagement. (Mission Specific plus Escalation of Force instructions)
 - (5) (U) Risk Reduction Control Measures.
 - (6) (U) Other Coordinating Instructions. (As needed)
 - (a) (U) Order of March
 - (b) (U) Route of March (Primary & Alternate)
 - (c) (U) Rendezvous times & locations (AA, ORP)
 - (d) (U) Speeds (convoy & catch-up) & Intervals
 - (e) (U) Checkpoints, PLs, LOA
 - (f) (U) MOPP Level
 - (g) (U) Equipment/ Uniform Common to All (Changes to SOP)
 - (h) (U) Equipment Common to All Vehicles (Changes to SOP)
 - (i) (U) Weapons Mix
 - (j) (U) Guidance on Squad Rehearsals
 - (k) (U) Priorities of Work
 - (m) (U) Timeline (From OPORD Brief to mission complete and prepared to conduct future operations) including: Maintenance Timeline, Squad Leader Back-briefs, SQD/ Platoon Rehearsals, Platoon PCI, Vehicles Staged, SP Time, Mission Specific Times, etc.

4. (U) Sustainment.

- a. (U) Logistics. (Those that apply, MISSION SPECIFIC)
 - (1) (U) Class I (Food)
 - (2) (U) Class II (Clothing, Individual/Non-expendable Equip.)
 - (3) (U) Class III (POL)
 - (4) (U) Class IV (Construction Material)
 - (5) (U) Class V (Ammo)
 - (6) (U) Class VI (Personal Demand Items)
 - (7) (U) Class VII (Major End Items)
 - (8) (U) Class VIII (Medical)
 - (9) (U) Class IX (Repair Parts)
- b. (U) Personnel. Maint/Recovery Plan (MISSION SPECIFIC)
- c. (U) Health Systems Support. Medical recovery Plan (MISSION SPECIFIC)

5. (U) Command and Signal.

- a. (U) Command.
 - (1) (U) Location of Commander. (Before, During, After)
 - (2) (U) Succession of Command.
- b. (U) Control.
 - (1) (U) Command Post. (Before, During, After)
 - (2) (U) Reports. (MISSION SPECIFIC, NOT SOP REPORTS)
- c. (U) Signal. Signal Plan (PACE) (SOI Specifics); Mission Specific Radio Procedures

Confirmation Brief:

Overall Product:

- Briefing Style/ Confidence
- Knowledge of Plan
- Terrain Model (with Blowups, Proper Symbols, etc.)
- Demonstration of Tactical Proficiency

Additional Notes:

Table 11 FTX Leadership Position Evaluation to Appendix B MP BOLC Student Evaluations to CATD Individual Student Assessment Plan (ISAP)

FTX Leadership Position Evaluation

Name: _____ Mission: _____

Leadership Position: _____ Platoon: _____ Time/Date: _____

TLPs	Points	Comments:
Receive the mission (ask questions)	/5	
Issue WARNORD FM 6-0, APP C, FIG C-4	/10	
Make tentative plan	/5	
Start movement (troops, trucks, etc)	/5	
Conduct Recon (route, site, return)	/5	
Finalize plan (adjust based on recon)	/5	
Issue FRAGORD	/50	
Situation		
Mission		
Execution		
Sustainment		
Command and Signal		
Supervise (rehearse, adjust, inspect)	/5	

Decision Making/ Leadership	Points	Comments:
Delegation	/10	
Clarity	/10	
Presence	/10	
Purpose, Direction, Motivation	/15	

Tactical Competencies	Points	Comments:
Followed Applicable Doctrine	/10	
Plan was able to be Executed	/5	

SCORE: _____ of 150
(>105 No-Go, 105-120 Satisfactory, 121-135 Outstanding, 136-150 Exceptional)

Evaluator Signature/Date: _____

Student Signature/Date: _____

Table 11 FTX Leadership Position Evaluation to Appendix B MP BOLC Student Evaluations to CATD Individual Student Assessment Plan (ISAP)

FTX ORAL TEWT Operations Order Evaluation

Introduction:

1) Greeting 2) Roll Call 3) Map Orientation 4) Task Organization

1. (U) Situation.

a. (U) Area of Interest. (Area of Concern/Influence and outside enemy threats)

b. (U) Area of Operations.

- (1) (U) Terrain. (OAKOC with ENEMY/FRIENDLY ADV/ Mitigation)
- (2) (U) Weather. (Detailed weather for full mission timeline/ Impacts)

c. (U) Enemy Forces.

(Threats and Adversaries (Tactics); Equipment, Composition, Capabilities, Disposition, Recent Activities; MFCOA/ MDCOA)

d. (U) Friendly Forces.

- (1) (U) Higher Headquarters' Mission and Intent. [Two levels up]
- (2) (U) Mission of Adjacent Units.

e. (U) Civil Considerations. Mission Specific and Impacts to operation

f. (U) Attachments & Detachments. (Only US or Coalition Forces)

2. (U) Mission. (2x)

Who, What (Task), Where, When, Why (Purpose)
FM 3-90-1 App B (Tactical Mission Tasks)

3. (U) Execution.

a. (U) Commander's Intent. (Purpose, Key Tasks, End State)

b. (U) Concept of Operations. (Basic overview of Decisive, Shaping, Sustaining and Why)

c. (U) Scheme of Movement and Maneuver. (DETAILED. From OPORD Brief through FULL mission and return/ recovery/ prepped to execute further mission as directed by higher and contingencies) (Use control measures from ADRP 1-02 or FM 3-90-1 App A (Basic Control Measures) USE PROPER DOCTRINE AND CLASSROOM INSTRUCTION TO DEVELOP SPECIFIC MISSION!)

d. (U) Scheme of Fires.

e. (U) Tasks to Subordinate Units. (TASK AND PURPOSE with Tactical Mission Tasks and Effects if possible)

f. (U) Coordinating Instructions.

- (1) (U) Time or condition when OPORD becomes effective.
- (2) (U) Commander's Critical Information Requirements.
- (3) (U) Essential Elements of Friendly Information.
- (4) (U) Rules of Engagement. (Mission Specific plus Escalation of Force Instructions)

(5) (U) Risk Reduction Control Measures.

(6) (U) Other Coordinating Instructions. (As needed)

- (a) (U) Order of March
- (b) (U) Route of March (Primary & Alternate)
- (c) (U) Rendezvous times & locations (AA, ORP)
- (d) (U) Speeds (convoy & catch-up) & Intervals
- (e) (U) Checkpoints, PLs, LOA
- (f) (U) MOPP Level
- (g) (U) Equipment/ Uniform Common to All (Changes to SOP)
- (h) (U) Equipment Common to All Vehicles (Changes to SOP)
- (i) (U) Weapons Mix
- (j) (U) Guidance on Squad Rehearsals
- (k) (U) Priorities of Work
- (m) (U) Timeline (From OPORD Brief to mission complete and prepared to conduct future operations) including: Maintenance Timeline, Squad Leader Back-briefs, SQD/ Platoon Rehearsals, Platoon PCI, Vehicles Staged, SP Time, Mission Specific Times, etc.

4. (U) Sustainment.

a. (U) Logistics. (Those that apply, MISSION SPECIFIC)

- (1) (U) Class I (Food)
- (2) (U) Class II (Clothing, Individual/Non-expendable Equip.)
- (3) (U) Class III (POL)
- (4) (U) Class IV (Construction Material)
- (5) (U) Class V (Ammo)
- (6) (U) Class VI (Personal Demand Items)
- (7) (U) Class VII (Major End Items)
- (8) (U) Class VIII (Medical)
- (9) (U) Class IX (Repair Parts)

b. (U) Personnel.

Maint/Recovery Plan (MISSION SPECIFIC)

c. (U) Health Systems Support.

Medical recovery Plan (MISSION SPECIFIC)

5. (U) Command and Signal.

a. (U) Command.

- (1) (U) Location of Commander. (Before, During, After)
- (2) (U) Succession of Command.

b. (U) Control.

- (1) (U) Command Post. (Before, During, After)
- (2) (U) Reports. (MISSION SPECIFIC, NOT SOP REPORTS)

c. (U) Signal. Signal Plan (PACE) (SOI Specifics); Mission Specific Radio Procedures

Confirmation Brief:

Overall Product:

- Briefing Style/ Confidence

- Knowledge of Plan

- Terrain Model (with Blowups, Proper Symbols, etc.)

- Demonstration of Tactical Proficiency

Additional Notes:

Table 12 Peer Evaluation Form to Appendix B MP BOLC Student Evaluations to CATD Individual Student Assessment Plan (ISAP)

Evaluated Officer: _____

Rating Officer: _____

Ranking: _____ of _____

Sustain:

1.

2.

3.

Improve:

1.

2.

3.

Evaluated Officer: _____

Rating Officer: _____

Ranking: _____ of _____

Sustain:

1.

2.

3.

Improve:

1.

2.

3.

Evaluated Officer: _____

Rating Officer: _____

Ranking: _____ of _____

Sustain:

1.

2.

3.

Improve:

1.

2.

3.

Evaluated Officer: _____

Rating Officer: _____

Ranking: _____ of _____

Sustain:

1.

2.

3.

Improve:

1.

2.

3.

Evaluated Officer: _____

Rating Officer: _____

Ranking: _____ of _____

Sustain:

1.

2.

3.

Improve:

1.

2.

3.

Evaluated Officer: _____

Rating Officer: _____

Ranking: _____ of _____

Sustain:

1.

2.

3.

Improve:

1.

2.

3.

Table 13 LEX Evaluation Form to Appendix B MPBOLC Student Evaluations to CATD Individual Student Assessment Plan (ISAP)

Law Enforcement Exercise Grading Rubric		
Student:		Evaluator:
Investigate a Domestic Disturbance		
Task: 191-376-5159		Points
Subtask #1	Approached dwelling and attempted to contact any personnel involved.	
1 point	A. Parks at least one building away.	
1 point	B. Requests backup and waited for arrival.	
1 point	C. Does not stand directly in front of door or windows if possible.	
1 point	D. Assesses the situation and determines if extreme circumstances exist to make entry.	
1 point	E. Verbally announces presence.	
1 points	F. Gives commands with clear, authoritative voice and concise instruction.	
Subtask #2	Separates Parties effectively and denies access to high threat areas.	
1 point	A. Positions self to be able to see partner.	
1 point	B. Moves disputants out of sight if possible.	
1 point	C. Prevents disputant from going between officers.	
1 point	D. Does not leave disputant alone or provides access to weapons (i.e. kitchen/bedroom or other location where weapons are visible).	
Subtask #4 3 Points	Correctly applies EOF/UOF within local policies and procedures. (one level higher than presented to them)	
Subtask #5	Identifies and apprehends primary aggressor(s)	
1 point	A. Identifies primary aggressor(s).	
1 point	B. Apprehends primary aggressor(s).	
1 points	C. Searches primary aggressor(s). (finds contraband/weapon)	
Subtask #3	Complete DA Form 2823 on Witness/Victim	
1 point	A. Separates interviewees out of hearing distance.	
2 points	B. Completes administrative (page numbers, top of each page, page 1 admin data.).	
2 point	C. Initials (beginning and end of statement, corrections, bottom of each page, after each question and answer, date and time).	
1 point	D. Covers 5 W's.	
1 point	E. Closes out statement correctly (———///End of Statement///—— directly after answering no.).	
1 point	F. Administers Affidavit correctly (read to or had them read aloud, inserted proper page number).	
1 point	G. Uses proper authority to administer oath (Article 136 (b)(4) UCMJ).	
Total		/25

**Table 14 Battle Analysis Evaluation Sheet to Appendix B MP BOLC Student Evaluations
to CATD Individual Student Assessment Plan (ISAP)**

Battle Analysis Grade Sheet

<i>Principals of war</i>	<i>Combat Power</i>	<i>Warfighting functions</i>	<i>Misc</i>
Mass	Leadership	Mission Command	METT-TC
Objective	Information	Movement and Manuver	ASCOPE
Offensive	Mission Command	Intelligence	PMES-II
Surprise	Movement and Manuver	Fires	Art and Science
Economy of Force	Intelligence	Sustainment	Center of Gravity
Maneuver	Fires	Protection	Unified Action (ULO)
Unity of Command	Sustainment		Decisive Action
Security	Protection		Decesion/Decisive Points
Simplicity			Lines of Effort
<i>Elements of combat operations</i>	<i>Mission Command Systems</i>	<i>Operations Process</i>	
Flexibility	Personell	Plan	
Intergration	Networks	Prepare	
Lethality	Information Systems	Execute	
Adaptability	Process and procedures	The Commandner:	
Depth	Facilities and equipment	1. Leads	
Synchronziation		2. Understands - Visualize, Describe and direct	
		3. Assess	

This guide outlines the minimum requirements for the presentation of your battle analysis. Sections one through five below must be followed for your presentation. The entire presentation should last approximately one hour. While a terrain model is not necessary, it is highly encouraged to use while describing the action on the battlefield. Every student, to include IMO's, is required to brief a portion of the presentation. Your SGL will evaluate your presentation and award points for each section with a possible 50 points available.

Logic

Score

1. DEFINE THE BATTLE/CAMPAIGN: 4

- Identify when and where the battle/campaign occurred.
- Identify the units involved.
- Identify sources used.

2. REVIEW THE STRATEGIC SETTING: 6

- Identify the campaign/war in which the battle/campaign occurred.
- Discuss the key strategic events, which led to the battle/campaign.
- Discuss the opposing forces' key campaign/war objectives.
- Identify the forces available (to include any Military Police involved and their specific mission) and the
- Discuss the previous experience and success of the opposing forces in regard to supporting each

3. REVIEW THE TACTICAL SETTING: 6

- Identify the mission and purpose of the opposing forces.
- Analyze the location, description and impact of the area of operations in terms of:
for troop/weapons systems locations and/or as intermediate and/or final objectives. Analyze key terrain
b. Weather and how it affected mobility, visibility and men/equipment.
- Describe the opposing forces in terms of:

Table 14 Battle Analysis Evaluation Sheet to Appendix B MP BOLC Student Evaluations to CATD Individual Student Assessment Plan (ISAP)

<p>a. Strength, composition and morale.</p> <p>b. Technology and weapons systems.</p> <p>c. Training.</p> <p>d. Doctrine/tactics in regards to organization and employment.</p> <p>e. Relative combat power.</p>	
<p>4. DESCRIBE THE ACTION: 8</p> <p>- Discuss the disposition of opposing forces at the beginning of the battle/campaign.</p> <p>- Discuss the courses of action available to the opposing forces, which ones were chosen and why they impact on the battle/campaign.</p> <p>- Discuss the key events and troop movements which determined the outcome of the battle/campaign.</p> <p>- Discuss action, reaction and counteraction for every engagement.</p> <p>- Analyze the decisive point and culminating points for opposing forces.</p>	
<p>5. SIGNIFIGANCE OF THE ACTION: 8</p> <p>- Analyze the outcome of the battle/campaign. Why were opposing forces a success or failure.</p> <p>- Analyze decisions made and why. Analyze potential outcomes had different decisions been made.</p> <p>- Discuss the short term and long-term impact/influence of the battle/campaign on the campaign/war.</p> <p>- Analyze the tactical lessons learned as they apply to contemporary military leaders in terms of the exists?</p>	
<p>6. RESEARCH AND ANALYSIS: 10</p> <p>- Displayed an overall knowledge of the battle/campaign.</p> <p>weapons, etc. on the conduct of the battle, course of action available/chosen, battlefield decisions and overall outcome of battle.</p> <p>- Identified the correct and incorrect application of tactical principles in the battle/campaign.</p> <p>- Used both primary and secondary sources.</p> <p>- Demonstrated exceptional initiative in obtaining sources.</p> <p>- Used critical thinking to assess the sources in regard to author biases, perspectives, etc.</p>	
<p>7. PRESENTATION: 8</p> <p>- Stated a proper greeting.</p> <p>- Stated the subject and agenda of the presentation.</p> <p>- Introduced the group members and their roles.</p> <p>- Provided an opening statement/paragraph.</p> <p>- Established a well-organized location for the presentation.</p> <p>- Made sufficient use of the audio-visual equipment available.</p> <p>- Produced quality visual aids.</p> <p>- Provided a smooth flowing presentation.</p> <p>- Provided a closing statement/paragraph.</p>	

Student Assessment Procedures

- 1. Strategic Environment:** The central tenets of The US Army Capstone and Operating Concepts are that, in an era of persistent conflict, all Officers and Soldiers are required to operate under conditions of uncertainty and complexity and to exhibit a high degree of operational adaptability. These requirements are supported by the Army Learning Model 2015, the central idea of which is adaptability. The learning solution to this is the Continuous Adaptive Learning Model that promotes a learner-centric learning environment. A key characteristic of this environment is the presence of assessments and evaluations that are rigorous and relevant. Post learning assessments provide the supervisor and the learner certainty that learning has occurred to standard.
- 2. Doctrinal Foundation:** The primary purpose of testing is to assess learner attainment of behaviors specified in the terminal learning objectives (TLO) and enabling learning objectives (ELO). The MPCCC uses Criterion-Referenced Testing (CRT), which certifies the performance of each test taker without regard to the performance of others. In contrast, Norm-Referenced Tests (NRT) are designed to highlight achievement differences between and amongst students and to produce a dependable rank order. CRT defines success as the ability to demonstrate specific competencies; there is no limit to the number of test takers succeeding on CRT (whereas the number of test takers selected e.g. top ten, defines success on NRT). CRT determines performance, competency, knowledge and skill, relative to a pre-determined level (standard) on specified objectives and outcomes. Each test, assignment or event will specify a test standard or 'cut-off' score: above which a student is considered to have mastered the objective and is a 'GO'; below which a student is considered not to have mastered the objective and is a NO-GO. There is no standard 'cut-off' score; each assessment's 'cut-off' score is based upon consideration of that assessment's complexity and prolificacy as it relates to the TLO and Critical Task/Competency.
- 3. Overall Assessment, Performance and Demonstrated Abilities:** The summative articulation of whether a student has met the course standard is by the DA Form 1059 Service School Academic Evaluation Report. There are four key aspects to this:
 - a. Performance Summary (block 11):** This section is intended to measure the level of performance of each student against the course standards and confirms whether a student has 'exceeded', 'achieved', 'marginally achieved' or 'failed to achieve' course standards.
 - b. Demonstrated Abilities (block 12):** This section provides a general rating over a number of broad assessed areas. A student will be assessed as either 'superior', 'satisfactory', 'unsatisfactory' with regard to their written communication, oral communication, leadership skills, contribution to group work and their research ability.

Appendix C MPCCC Student Assessment Procedures to CATD Individual Student Assessment Plan

c. **Potential for Selection to Higher Level Schooling (block 13):** This 'yes' or 'no' answer confirms whether a student has potential to attend Intermediate Level Education (ILE) and senior service college.

d. **Comments (block 14):** Comments in this block articulate the capabilities, potential and/or limitations of the student, including significant achievements or deficiencies. As such this block will describe: additional duties performed by the students (e.g., class leader, S1 through S4, sponsor for International Military Student.); physical fitness; notable academic and leadership excellence (i.e., Honor Graduate, Commandant's List, APFT badge, etc.) and the position the student achieved against their peer group. Where blocks 11-13 require additional description by regulation, comments will be made if the Soldier:

(1) Displayed exceptional potential or demonstrated any exceptional capabilities, aptitudes, and/or limitations that should be considered in future selection opportunities and/or assignments.

(2) Lacked ability or motivation.

(3) Demonstrated moral or character deficiencies.

(4) Failed to respond to recommendations for improving academic or personal affairs.

(5) Was released from student status through no fault of his or her own (for example, medical or compassionate reasons) and is recommended for reinstatement in the course.

(6) Was released from student status based on an approved retirement or resignation.

(7) Was required to appear before an academic board.

e. A model depicting how assessment scores feed and convert to the final AER, including thresholds of assessed areas is at Table 1.

4. Key Features: In light of the foregoing, there are a number of key points students must be aware of:

a. **Assessment is Continuous:** Students will be continuously assessed during their time at MPCCC, utilizing a variety of objective and subjective, formal (summative) and informal (formative) assessment methods, as summarized below. **All summative assessments constitute graduation requirements.** Details of all assessments are provided in Table 2.

Appendix C MPCCC Student Assessment Procedures to CATD Individual Student Assessment Plan

(1) Objective (summative) assessments are those which are graded in conjunction with a rubric and include formal and informal, individual and team, written and oral assessments, exams and assignments. All students must note that the MPCCC requires students to deal with complex and complicated issues where there is often multiple (or no) correct answers. As well as common rubrics, marking mechanisms are in place to mitigate markers' subjectivity. Details of these mechanisms are at para 6.b.

(2) Subjective (formative) assessment criteria will include a number of areas such as class / group participation, engagement in instruction, 'value added' during classroom sessions, enthusiasm and leadership, as well as a number of areas specific to each lesson as detailed in each lesson plan. Subjective assessment applies to both formal and informal assessments. Some subjectivity within formal assessments is necessary due to the complicated subject matter at hand, where a wholly objective rubric is not possible due to the possibility of multiple correct answers. The learner-centric learning environment requires maximum participation from all class members, and SGLs will apply a subjective assessment on student levels of participation. SGLs and any other nominated assessor will maintain a tracking sheet throughout the course to ensure that all students are assessed.

b. Academic Standing: It is a course policy that students will be rank ordered against other students in their course. This does not contradict the tenets of CRT design as assessments remain configured to test students against one common standard. All assessments are assigned a weighted score, the value of which will be dependent on the level of gravity of the training objective:

5. MPCCC Assessment Criteria: The following criteria applies to MPCCC assessments:

a. ALL assessments are regarded as GO/NO-GO events. **Students must receive a 'GO' on all assessments in order to graduate.** An assessment is either summative or formative.

b. Those assessments labelled 'summative' are those which receive a weighted score that is entered into the student grade book and which will determine final academic standing. Summative assessments are directly linked to retest and SSR policy (see Appendix H). Students who fail to achieve the standard on the first attempt of a summative assessment will subsequently retest/resubmit that assessment (see para 8 for full details). At the discretion of Chief CATD, a second re-test may be authorized on one occasion when circumstances deem it appropriate.

c. Those assessments labelled 'formative' do not receive a weighted score and do not contribute to academic averages or rankings. If a student fails a formative assessment, they must redo it to the standard but it is not in itself linked to retest and SSR policy. Continued failure in formative assessments may, however, meet the

Appendix C MPCCC Student Assessment Procedures to CATD Individual Student Assessment Plan

definition of other adverse actions in the MPCCC ISAP (see Appendix H).

6. MPCCC Assessment Marking and Administration:

a. Examinations will be administered, conducted and graded IAW the approved Test Administrative Guidance (TAG) from the MSCoE Test Control Branch SOP.

b. Marking: Students' performance is underpinned by an objective, transparent and rigorous marking and grading system. This must be balanced by offsetting minor variations in instructor delivery and the need for SGLs to be able to effectively and consistently counsel their students. All summative assessments will be blind marked, the process will be controlled by Chief MPCCC. To facilitate these requirements, the following mechanisms are in place for the marking of MPCCC summative assessments:

(1) SGLs will randomly double grade assignments to ensure the consistency between graders remains as close as possible. New SGLs receive training on grading systems and standards. In addition, new SGLs have the opportunity to grade assignments from previous classes to ensure their grading is consistent with CCC standards.

(2) Any written assessment that receives a failing score will be marked for a second time by an SGL from another squad or team. The second marker will use a clean copy of the assessment – to that end; all students must submit digital copies of their assessments to facilitate this process.

(3) It is impractical for oral assessments to be second-marked, due to resources and time.

(4) All student scores are entered into an electronic gradebook. This gradebook contains a number of formula and algorithms which tracks an individual SGL's marking and grade allocation on any particular assessment which provides comparison with other SGLs. This provides assurance that SGLs are all grading to a common level and standard, with only minor variances permitted.

(5) Prior to marking of any assessment that has subjective elements, SGLs conduct a grading conference to all mark a practice assignment and subsequently discuss key aspects of the assessment and agree on point allocation. This conference will be chaired by Chief MPCCC.

c. Examination after action reviews (AAR) will be scheduled as soon as possible after the examination. The AAR period will be an informal period (i.e. not assigned POI time) where those students who wish to, may question the SME/SGL on any issues with the examination.

Appendix C MPCCC Student Assessment Procedures to CATD Individual Student Assessment Plan

d. **Reclama:** The reclama process is the means by which students are given the opportunity to challenge a test question. Reclama procedures are found in Appendix H.

7. Late Submission. Papers or briefings submitted +30 mins late of published deadline will receive a mark of 0% and be regarded as a first time failure. Students who are aware in advance that they may miss a deadline should inform their SGL, who has discretion, in consultation with the Course Manager, to authorize an extension. Students who miss a deadline and who have not informed their SGL in advance but believe they have mitigating circumstances should submit a written appeal to the Course Manager.

8. Retest or Re-submission of Assessments: Students who do not achieve the GO / cut-off score on an assessment will be counseled in writing by their SGL. The counseling will include the study reference list with the name of the instructor who will outline the supplemental training and the date a retest will be administered or when the assignment should be re-submitted. Although a student must achieve a GO / passing score on a subsequent attempt¹, the grade achieved on the *first* attempt will be the grade that is entered into the gradebook and that will contribute to the overall academic position. For example, a student attains a grade of 65% on the Police Exam, which is 5% below the GO threshold; on the retest the student gets a grade of 95%. The grade of 65% will be used in computing the overall academic average of the student. A retest covering the entire contents of the instruction will be administered to a student that fails to achieve a minimum passing standard on a graded assessment (exceptions for IMOs are covered in Appendix D).

9. Marking Rubrics. At the beginning of the class, SGLs will issue a copy of each marking rubric to be used during the respective MPCCC. As assessments develop, however, marking rubrics will be refined and as such specific rubrics are not included in the standing ISAP. Rubrics should be specific to each assessment.

10. The ethos surrounding all assessment is one of transparency; students should be in no doubt over when, how and why they are being assessed. Any student who does have any doubt in this area should consult their SGL immediately.

1 Encl

1. Student Grade Book

¹ Recommendations may be made to Chief CATD for a student to be given a 3rd and final attempt on one of the summative assessments if it is deemed appropriate considering all circumstances. In depth remedial training must be given prior to this attempt either by another SGL or member of staff.

Table 1 (Student Grade Book) to Appendix C MPCCC Student Assessment Procedures to CATD Individual Student Assessment Plan (ISAP)

Student Grade Book

1. There are a total of 2500 points available during MPCCC; the table below lists each assessment (b), whether it is Common Core or Proponent owned (c), which Module it falls within (d), whether it is a formative or summative assessment (e), the type of assessment involved (f) and the maximum points available in that assessment (g). **Students are required to achieve a 'GO' (i.e. score above the minimum passing mark) in all assessments in order to graduate.**

Ser (a)	Assessment Title (b)	Own (c)	Mod (d)	F/S (e)	Type (f)	Value (g)
1	PRT Memorandum	Pr	A	S	Written	50
2	Individual Development Plan	CC	A	F	Written	N/A
3	R2C – SA	Pr	B	F	Activity	N/A
4	Information Paper	CC	B	S	Written	50
5	Argumentative Essay	CC	B	S	Written	50
6	Congressional Assignment ¹	Pr	C	S	Written	50
7	CDSP Inventory Memo (peer grade)	Pr	C	F	Activity	N/A
8	Motor Pool Ops-SA	Pr	C	F	Activity	N/A
9	Art 15 Role Play	Pr	C	F	Activity	N/A
10	Cdr's Monthly Report-SA	Pr	C	F	Activity	N/A
11	Co Level Unit Readiness-Quad Ex ¹	Pr	C	F	Activity	N/A
12	OER Assignment ²	Pr	C	S	Written	50
13	Culture Brief	CC	D	S	Oral	50
14	Mission Command Analysis Paper	CC	D	S	Written	100
15	Mission Command Analysis Brief	CC	D	S	Oral	100
16	Knowledge Management – SA ¹	Pr	D	F	Activity	N/A
17	Joint Operations Brief	CC	D	S	Oral	50
18	Staff Study Paper	CC	D	S	Written	50
19	Decision Brief	CC	D	S	Oral	50
20	MP Company Unit Training Plan	Pr	D	S	Written	100
21	MP Company Budget	Pr	D	F	Activity	N/A
22	Consequence Management ¹	Pr	E	F	Activity	N/A
23	Police Advising in ULO Paper	Pr	E	S	Written	100
24	Criminal Intelligence & Targeting Brief ¹	Pr	E	S	Oral	100
25	Police Operations Exam	Pr	E	S	Exam	100
26	Brief SL EXSUM ¹	Pr	F-G	S	Wr/Oral	150
27	Company OPORD Exam ¹	Pr	F-G	S	Exam	100
28	Mission Command Systems BUB ¹	Pr	F-G	S	Oral	100
29	Capstone Exercise Participation	CC	H	S	Other	100
30	Mission Analysis Exam	Pr	H	S	Exam	100
31	Common Core Comprehensive Exam ³	CC	H	S	Exam	300
32	Command Philosophy	Pr	H	F	Activity	N/A
33	APFT (Initial and Final APFT) ³	Pr	A/J	S	Other	300
34	Class Participation	CC	All	S	Other	300
						2500

Table 1 (Student Grade Book) to Appendix C MPCCC Student Assessment Procedures to CATD Individual Student Assessment Plan (ISAP)

¹ IMO's – Do not take this assessment due to FD restrictions.

² IMO's/Marines – Replace OER assignment with country/USMC Briefs.

³ Successful completion is not a graduation requirement for IMO's.

2. Students recycled for any reason into a class will be subject to the following arrangements:

a) Students will be required to complete all assignments as they are assigned starting from the date they start their new course, regardless of whether they have previously completed them.

b) Students are not required to undertake assignments they have previously completed and which were assigned in the new class prior to the student's recycle. SGLs will input the passing grade the student received on the assessment from the previous class into the gradebook. SGLs will not use the original failing grade in the new course gradebook.

Table 2 (Student Grade Book RC) to Appendix C MPCCC Student Assessment Procedures to CATD Individual Student Assessment Plan (ISAP)

Student Grade Book RC

1. There are a total of 1600 points available during MPCCC; the table below lists each assessment (b), whether it is Common Core or Proponent owned (c), which Module it falls within (d), whether it is a formative or summative assessment (e), phase (f), the type of assessment involved (g), and the maximum points available in that assessment (h). **Students are required to achieve a 'GO' (i.e. score above the minimum passing mark) in all assessments in order to graduate.**

Ser	Assessment Title	Own	F/S	Phase	Type	Value
(a)	(b)	(c)	(e)	(f)	(g)	(h)
1	Fundamentals of Mission Command (DL)	CC	S	I	Written	50
2	Fundamentals of the Operations Process (DL)	CC	S	I	Written	50
3	The Military Decision Making Process (DL)	CC	S	I	Written	50
4	Fundamentals of Offensive Operations (DL)	CC	S	I	Written	50
5	Fundamentals of Defensive Operations (DL)	CC	S	I	Written	50
6	Police Operations Exam	Pr	S	II	Written	100
7	CO Operations Order Brief (Group)	Pr	F	II	Other	N/A
8	CO Operations Order Exam/Brief (IND)	Pr	S	II	Written/Oral	200
9	Class Participation (PH II)	Pr	S	II	Other	100
10	Army Profession Test (DL)	CC	S	III	Written	50
11	Preparing for Command Test (DL)	Pr	S	III	Written	100
12	Consequence Management Test (DL)	Pr	S	III	Written	150
13	Mission Command Police Operations Test (DL)	Pr	S	III	Written	50
14	Mission Analysis Exam	CC	S	IV	Written	200
15	Capstone Exercise Participation	CC	F	IV	Other	N/A
16	APFT	Pr	S	IV	Other	300
17	Class Participation (PH IV)	Pr	S	IV	Other	100
						1600

2. Students recycled for any reason into a class will be subject to the following arrangements:

a) Students will be required to complete all assignments as they are assigned starting from the date they start their new course, regardless of whether they have previously completed them.

b) Students are not required to undertake assignments they have previously completed and which were assigned in the new class prior to the student's recycle. SGLs will input the passing grade the student received on the assessment from the previous class into the gradebook. SGLs will not use the original failing grade in the new course gradebook.

Appendix D International Military Officer Procedures to CATD Individual Student Assessment Plan (ISAP)

International Military Officer (IMO) Procedures

1. AR 12-15, Joint Security Cooperation Education and Training 3 January 2011, states that numerical grades alone are not to be used entirely in deciding whether the foreign student has achieved the standards set for U.S. military personnel. The controlling factor is the decision that students can satisfactorily achieve the objective for which they were trained. This decision will be influenced by aptitude, application, practical effort, and demonstrated understanding, as well as by numerical grade.

2. International Military Officer (IMO) Performance Evaluation:

a. Counseling: Instructors will provide an initial, mid-course, and final counseling to outline expectations, academic average, observations on leadership performance, and overall participation of each IMO. A general outline of the formal counseling main points will be put into a written document. Instructors may also provide informal written and oral counseling to IMO when appropriate. The Chief, International Military Student Office (IMSO) receives a copy of all counselings when they are required and complete to provide information on status of IMOs to the Director. Instructors forward all counseling records to the Chief, IMSO.

b. Evaluation: At the completion of the course, the Instructor and the Chief, IMSO will complete an International Student Academic Report (ISAR), DD Form 2496, articulating the IMO's performance throughout the course. The ISAR will be initiated by the IMSO and forwarded to by the Instructor who will complete remarks on the IMO's academic performance. IMSO will complete the rest of the report including extra-curricular events, community activities, language proficiency, and observed strengths and weaknesses. Instructors will print and sign the ISAR and forward to ISD for final processing. IMOs may be given a copy of the form by their Instructors. See Table 1 to this Appendix for an example of a DD Form 2496.

3. Distinguished Honor Graduate/Honor Graduate: The IMO receiving the highest academic average and successfully meeting all criteria outlined in subparagraph b will be designated the Distinguished Honor Graduate of the class. The IMO receiving the second highest academic average will be designated as the Honor Graduate of the class. Both the Distinguished Honor Graduate and the Honor Graduate will receive a letter of commendation from the Commandant, specific comments on their ISAR, and special recognition at the graduation ceremony.

a. Academics: Points awarded for graded requirements will be based on the *first* attempt. Students who fail to achieve a minimum passing score on their first attempt will be retrained and retested; however, the *original* test score will be used to calculate the final academic average. (MPBOLC) IMOs must complete the tables of the M4 and qualify in order to remain eligible for academic honors.

Appendix D International Military Officer Procedures to CATD Individual Student Assessment Plan (ISAP)

b. Specific Standards: Recognition of academic excellence is determined by professional and personal conduct, written exam grades, and performance oriented tests. **To remain eligible for Distinguished Honor Graduate and Honor Graduate recognition, IMO's must:**

(1) Pass all graded assignments including Written and Oral Communications requirements.

(2) Pass the record APFT. (If the final record APFT cannot be taken due to a profile, the initial diagnostic APFT score will be used. In either circumstance, IMO's must pass an officially administered APFT to be eligible for academic honors.)

(3) Receive no disciplinary action or negative counseling (administrative/punitive) from school officials for misconduct, attitude, motivation, leadership, or violation of ethical standards.

(4) Achieve an academic average of 85% or greater.

4. Course Standards: IMO's are held to the same standard (ethically, socially, academically) as US students to the fullest extent practical. The intent is to fully integrate IMO officers into the class.

a. Ethics: The USAMPS Honor Code applies to all students, to include IMO's.

b. Social: IMO's are encouraged, but not required to participate in all social and recreational activities in which U.S. students participate.

c. Academics: IMO academic standards are as close as possible to those required of US students.

5. Prep Course: All international officers are required to attend an introductory course given by IMSO prior to their CATD Course. The Chief, IMSO will ensure that each student meets this requirement prior to course attendance and provide a memo to the respective Course Chief.

6. Examinations: IMO's are required to be tested on all material presented during the course. Specific examination requirements, procedures, or exemptions are noted below which deviate from the US officer standards.

a. If an IMO is absent due to an officially sponsored IMSO tour/trip or religious holiday any instructional material presented during the IMO's absence is their responsibility to make-up. Course work can be made up through coordination with the Instructors or students in the class.

Appendix D International Military Officer Procedures to CATD Individual Student Assessment Plan (ISAP)

b. If needed, the individual responsible for administering examinations will arrange for a second proctor, taking into consideration the additional time allowances in paragraph 6.c. below.

c. IMO's will be given additional time, as follows, to complete an examination:

(1) A one-hour examination equals 1/2 hour additional time.

(2) A two-hour examination equals 1 hour of additional time.

(3) A three-hour examination equals 1-1/2 hours of additional time.

(4) In the event that a retest is required for an IMO, the retraining will be conducted on only the portions failed.

d. IMO's will be exempt from some classroom training and that course material will be deleted from IMO examinations. That material includes, but is not limited to, lessons rated FD level 2 or 3 and other content as determined by the USAMPS Director of Training.

7. IMO's are required to participate in all aspects of physical fitness and leadership with the U.S. students, to include the requirement for one diagnostic and one record APFT. IMO APFT results are included in the final academic average evaluation; however, it is not a graduation requirement. (MPBOLC) IMO's will participate in M4 rifle marksmanship. Points for M4 qualification will be used to calculate final academic average, but qualification is not required for course graduation.

8. (MPBOLC) IMO's will give a mandatory information briefing on their country. This briefing will be approximately 10 minutes in duration and will follow a prescribed format. The Instructor will evaluate the briefing and provide feedback to each IMO on strengths and weaknesses. This country brief will take the place of the World Military Affairs Brief that all US Army Officers are required to complete.

9. (MPBOLC) IMO's will be given the option of writing a professional paper on the differences between the US military system and their own military system in place of undertaking the following exams: Training Management, Common Core, Supply, Law, and Law Enforcement exam that all US Army officers are required to complete. Each assignment will be completed and submitted to the Instructor by the end of each exam listed above. The paper will be a minimum of 3 pages of content (not including title or reference pages), written in a maximum of 12 point Arial font, and will be at a maximum double spaced. IMO's will not be exempt from training during this time and will have to attend all blocks of instruction as required. The Instructor will evaluate the paper and provide feedback to each IMO on strengths and weaknesses. To be eligible for IMO Distinguished Honor Graduate/Honor Graduate awards the IMO must take

Appendix D International Military Officer Procedures to CATD Individual Student Assessment Plan (ISAP)

MPBOLC exams. If an IMO takes the law exam and fails, they have the option to complete the writing assignment in lieu of taking the re-test.

10. Adverse Actions: An SSR will not be initiated for exam failures for IMOs unless accompanied by other extenuating circumstances such as violations of the Honor Code, lack of sufficient command of the English language, etc. IMOs are held to the same standards as US military students in regards to academics and conduct. The Course Chief will coordinate with the Chief, ISD when an IMO in the event of a possible SSR or student misconduct.

11. FD2 and FD3 Rated Classes: There are certain periods of instruction which are rated Foreign Disclosure 2 and 3 which IMOs are not allowed to participate. IMOs will not attend these classes; however Instructors from CATD remain responsible for accountability and communication with the IMO. IMOs will be allowed to participate in alternate events in these instances through the IMSO and may be allowed to take leave/pass in coordination with IMSO during these instances.

I have read and I understand the International Military Student Evaluation Plan and standards for honors recognition.

Signed _____

Date _____

Table 1 International Officer Academic Report to Appendix D International Officer Procedures to CATD Individual Student Assessment Plan (ISAP)

INTERNATIONAL STUDENT ACADEMIC REPORT <i>(For International Military Students attending CONUS schools.)</i> <i>(See AR 12-15, AFJ 16-105, and SECNAVINST 4950.4 for forms completion instructions.)</i>																			
1. FORWARDING ADDRESS (Subsequent training, if applicable, or country SAO)			2. FROM (Training installation preparing form)																
3. STUDENT NAME (Last, First, Middle Initial)	4. GRADE/RANK	5. COUNTRY		6. FMS CASE OR IMET FY AND WCN															
7. COURSE TITLE	8. COURSE ID NO.	9. COURSE MASL	10. DURATION OF COURSE a. FROM (YYMMDD) b. TO (YYMMDD)																
11. DID STUDENT COMPLETE COURSE? (X one) <input type="checkbox"/> YES <input type="checkbox"/> NO (Explain in Item 15)	12. STUDENT WAS AWARDED: (X one) <input type="checkbox"/> a. DIPLOMA/CERTIFICATE OF COMPLETION <input type="checkbox"/> b. CERTIFICATE OF ATTENDANCE <input type="checkbox"/> c. OTHER (Explain in Item 15)		13. ENGLISH COMPREHENSION LEVEL (Enter test score) <input type="checkbox"/> a. IN-COUNTRY TEST <input type="checkbox"/> b. CONUS TEST																
14. STUDENT'S ACADEMIC EVALUATION																			
a. RATINGS SCALE (Enter in Items 14.b. and 14.c.) 1 EXCEPTIONAL 2 EXCELLENT 3 VERY SATISFACTORY 4 SATISFACTORY 5 UNSATISFACTORY <i>(Explain in Item 15)</i> 6 NOT OBSERVED <i>(Explain in Item 15)</i>		b. LANGUAGE PROFICIENCY (1) COMPREHENSION (2) SPEAKING (3) READING (4) WRITING		c. PERFORMANCE IN CLASS <table border="1"> <thead> <tr> <th>ITEM</th> <th>RATING</th> </tr> </thead> <tbody> <tr> <td>(1) ATTITUDE AND MOTIVATION</td> <td></td> </tr> <tr> <td>(2) ATTENDANCE AND PUNCTUALITY</td> <td></td> </tr> <tr> <td>(3) ABILITY TO GRASP INSTRUCTION</td> <td></td> </tr> <tr> <td>(4) PERFORMANCE IN PRACTICAL EXERCISES</td> <td></td> </tr> <tr> <td>(5) PARTICIPATION IN CLASS ACTIVITIES</td> <td></td> </tr> <tr> <td>(6) POTENTIAL AS INSTRUCTOR <i>(If applicable)</i></td> <td></td> </tr> </tbody> </table>		ITEM	RATING	(1) ATTITUDE AND MOTIVATION		(2) ATTENDANCE AND PUNCTUALITY		(3) ABILITY TO GRASP INSTRUCTION		(4) PERFORMANCE IN PRACTICAL EXERCISES		(5) PARTICIPATION IN CLASS ACTIVITIES		(6) POTENTIAL AS INSTRUCTOR <i>(If applicable)</i>	
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(6) POTENTIAL AS INSTRUCTOR <i>(If applicable)</i>																			
15. REMARKS ON ACADEMIC PERFORMANCE, AWARDS, AND OTHER INFORMATION (Use back if more space is required)																			
16. REMARKS ON STUDENT'S PARTICIPATION IN EXTRACURRICULAR AND COMMUNITY AFFAIRS (On and off training installation) (Use back if more space is required)																			
17. EVALUATOR																			
a. NAME (Last, First, Middle Initial)		b. GRADE		c. SIGNATURE															
18. INTERNATIONAL MILITARY STUDENT OFFICER																			
a. NAME (Last, First, Middle Initial)		b. GRADE		c. SIGNATURE															

Table 1 International Officer Academic Report to Appendix C to MP BOLC B Individual Student Assessment Plan (ISAP)

15. REMARKS ON ACADEMIC PERFORMANCE, AWARDS, AND OTHER INFORMATION *(Continued)*

16. REMARKS ON STUDENT'S PARTICIPATION IN EXTRACURRICULAR AND COMMUNITY AFFAIRS *(On and off training installation)*
(Continued)

LEGEND *(Explanation of Acronyms)*

CONUS - Continental United States

FMS - Foreign Military Sales

ID NO. - Identification Number

IMET - International Military Education and Training

MASL - Military Articles and Services List

SAO - Security Assistance Organization

WCN - Worksheet Control Number

Appendix E Student Absences to CATD Individual Student Assessment Plan (ISAP)

Student Absences

1. Student accountability is of paramount importance. Student attendance at all instruction, testing, or other activities as assigned by the USAMPS faculty is required. Absences may be authorized for special circumstances when coordinated and approved or for emergency circumstances as applicable. MP BOLC B student class leaders have *no* authority to grant student absences. All requests for absence must be routed through the student's SGL. SGLs must be informed of all student absences.

a. Leaves and passes will be granted by the Commander, B/701st MP BN, after approval by the student's academic chain.

b. Failure of a student to take a test or retest at the prescribed time and place without authorized absence may result in an automatic failure of that test. Unforeseen emergencies will be considered for waiver. The respective course Chief, in coordination with the Commander, B /701st MP BN will determine the validity of an emergency.

c. SGLs may excuse up to 4 consecutive academic hours. Absences will not be granted during hours when examinations are scheduled except in extreme circumstances.

d. Requests for absence in excess of 4 consecutive hours must be approved through the SGL to the respective course Chief. Absences will not be granted during hours when examinations are scheduled except in extreme circumstances.

2. When a student misses 8 or more consecutive hours of instruction or 16 or more cumulative academic hours, the course Chief will notify the Chief, CATD, for approval. Upon 32 or more cumulative academic hours missed, the course Chief will make a recommendation to the Chief, CATD, for initiation of a Student Status Review.

Appendix F Recognition of Academic and Leadership Excellence to CATD Individual Student Assessment Plan (ISAP)

Recognition of Academic and Leadership Excellence

1. Recognition of Academic and Leadership Excellence: Several awards exist for students who demonstrate superior academic and/or leadership excellence. All students are eligible for these awards. For IMO requirements, see Appendix D.

a. Distinguished Honor Graduate: The US officer receiving the highest academic average will be designated the Distinguished Honor Graduate of the class. The Distinguished Honor Graduate will receive a letter of commendation from the Commandant, specific comments on his /her AER, an Army Achievement Medal (AAM) and special recognition at the graduation ceremony. In order to be eligible for the Distinguished Honor Graduate Award, a student must attain at least a 90% overall academic average. In the event that the officer is also the leadership award winner, only one AAM will be issued.

b. Honor Graduate: The US officer receiving the second highest academic average will be designated as the Honor Graduate of the class. The Honor Graduate will receive a letter of commendation from the Commandant, specific comments on his / her AER, and special recognition at the graduation ceremony. In order to be eligible for the Honor Graduate Award, a student must attain at least an 85% overall academic average.

c. Commandant's List: The Commandant has authorized up to 20% of all students to be designated as members of the Commandant's List. The top 20% of the class, by academic average, will be designated as members of the Commandant's List. These students will receive a letter from the commandant, specific comments on their AER, and special recognition at the graduation ceremony.

d. Leadership Award Recipient: The Leadership Award recipient will receive a letter of commendation from the Commandant, specific comments on his / her AER, an AAM and special recognition at the graduation ceremony. No minimum academic average is required to be eligible for the Leadership Award. Students from each class will conduct a secret vote to select the Leadership Award recipient. Although all students are eligible for the award, only one recipient per class will be selected. The SGLs are the final approval authority. In the event that the officer is also the distinguished honor graduate or honor graduate, only one AAM will be issued.

2. Disqualifiers: Requisite to the recognition of academic and/or leadership excellence, students must maintain the highest levels of professional and personal conduct throughout the course. Students failing to meet the expected standards of performance will not be considered for recognition. Disqualifiers include, but are not limited to failure to meet all course requirements on the first attempt (except the MPBOLC 1st Oral TEWT), failure to comply with the standards of AR 600-9 (The Army Weight Control Program), failure to attain a passing score on the final APFT, receipt of any disciplinary action, and engaging in conduct unbecoming an officer.

Physical Fitness and Body Composition Programs

1. A physical fitness program IAW AR 350-1, Army Training and Leader Development, is mandatory for all students. Physical fitness training provides a means for officers to attain and maintain a satisfactory level of fitness. However, physical fitness remains a personal responsibility for each officer. Officers will attend mandatory PRT sessions with the class and if needed conduct additional PT on their own in order to meet physical fitness standards.

2. Responsibilities:

a. The Commander, B/701st MP BN will:

(1) Verify students that exceed their maximum allowable weight or their maximum allowable bodyfat percentage IAW AR 600-9 during the final APFT/Weigh-in.

(2) Initiate DA FM 268 (flag) for students who fail to pass the APFT or exceed their maximum allowable bodyfat percentage IAW AR 600-9.

(3) Provide oversight and accountability for all students that fail to pass the APFT or exceed their maximum allowable Body Composition Standards IAW AR 600-9 either in the initial APFT (MPCCC) or by graduation (MPBOLC and MPCCC) until they meet the standard (holdovers). National Guard and Reserve students that fail to meet standards return to their unit and their unit submits documentation when the student meets standards.

(4) Ensure that the appropriate course chief is kept informed of the student's progress in the event and notified if the student will not meet the report date on their orders.

b. Course Chiefs:

(1) Maintain oversight of the Physical Fitness and Body Composition Programs.

(2) Ensure that students who fail to meet the standard for the final APFT or Body Composition receive a DA FM 1059 (AER) with appropriate comments IAW TR REG 350-36.

c. Instructors:

(1) Counsel students in reference to APFT or Body Composition failure ensure that B, 701st MP CO Commander suspends favorable actions IAW AR 600-8-2, Suspension of Favorable Actions, 23 October 2012.

Appendix G Physical Fitness and Body Composition Programs to CATD Individual Student Assessment Plan (ISAP)

(2) Document one diagnostic APFT and one record APFT for the class. (Each APFT event will also have an integrated Height/ Weight / Body Composition Evaluation within the time window prescribed in AR 600-9).

(3) Ensure those students who fail to meet the standard for the final APFT or Body Composition receive a DA FM 1059 (AER) with appropriate comments IAW TR REG 350-36.

d. Students:

(1) Become familiar with the Army philosophy concerning total fitness.

(2) Become familiar with the effects of diet, exercise, stress, and fatigue with regard to the goals of the Physical Fitness Program.

(3) Develop a class and an individual physical training program.

(4) Be capable of instructing and supervising the Army Physical Fitness Program and associated elements.

(5) Learn and understand the importance of imparting to subordinates the positive effects of cohesiveness, individual pride, camaraderie, and esprit de corps that are achieved while participating in unit conditioning programs and individually tailored physical fitness programs.

(6) Learn and apply leadership skills to motivate and supervise Soldiers.

3. MPBOLC Implementation: The Physical Fitness and Body Composition programs for MPBOLC students are conducted under the direction of the SGL, but led by students. Students are responsible for planning, resource coordination and deliberate risk management associated with implementing their physical fitness program. SGLs provide guidance and oversight and serve as the approving authority for all student programs. IMO's will participate in the Physical Training and Body Composition Programs. Points scored on the record APFT will be included in the calculation of each student's overall academic average.

a. **APFT and Body Composition Requirements:** At minimum, one diagnostic APFT and one record APFT will be administered during the course IAW FM 7-22, Army Physical Readiness Training and AR 350-1, Army Training and Leader Development. A student who is unable to pass the final APFT will not be eligible for consideration for academic or leadership honors. If a student is unable to take the final APFT due to a documented reason then the diagnostic can serve as the record APFT for graduation purposes (if the student had a passing score). Body Composition will be measured regardless of physical profile.

Appendix G Physical Fitness and Body Composition Programs to CATD Individual Student Assessment Plan (ISAP)

(1) An initial diagnostic APFT and Body Composition Screening will be administered within the first week of the course by **both CATD and B CO/ 701st MP BN personnel**. These results serve as an assessment of the students' overall physical fitness and are useful in building a class PT program that will best serve the class' needs. Students who fail the diagnostic APFT or Body Composition will be counseled in writing by the SGL and a plan will be developed to improve the student's physical endurance, strength, and Body Composition.

(2) Final APFT: A final record APFT and Body Composition Screening will be conducted and is a graduation requirement. The final APFT is used in computing students' final academic average. Students will be awarded up to 300 academic points for the final APFT IAW Appendix 1, Student Grade Book to Appendix B, Student Evaluation Procedures.

(a) US Army students will not graduate the course or receive their DA Form 1059 if they fail to attain a passing score on each event of the final record APFT or Body Composition Screening. Students are allowed two (2) additional opportunities to re-take the APFT and Body composition IOT give them the opportunity to graduate with their class.

1. US Army Active Duty Students who meet all other course requirements, but fail to attain a passing score after the two (2) additional attempts on the record APFT will not graduate with their current class. Students who fail to pass the first attempt of the final APFT and/or Body Composition Screening (without mitigating circumstances) will receive a marginal DA FM 1059 with "failed to meet course requirements". Active Duty Students who also fail their two (2) additional attempts during the course will remain with will report to B CO/701st MP BN until they can meet the standard. Students who fail the APFT and are "holdovers" in B CO/ 701st MP BN are subject to have their follow-on duty station changed due to requirements of the Army. DA FM 1059s will not be issued until the student meets the standard.

2. US Army Reserve and National Guard Soldiers who meet all other course requirements, but fail to attain a passing score after the two (2) additional attempts on the record APFT and/or Body Composition Screening will not graduate with their current class. Students who fail to pass the first attempt of the final APFT and/or Body Composition Screening (without mitigating circumstances) will receive a marginal DA FM 1059 with "failed to meet course requirements". Reserve and National Guard students who also fail their two (2) additional attempts during the course will return to their unit. The unit will submit documentation to MPBOLC once the student meets the standard and then MPBOLC will issue a DA FM 1059. Units have six months to submit documentation that the student met the standard. If the time exceeds six (6) months then the student is considered as dismissed and will re-take MPBOLC. Chief, MPBOLC will notify the DAC, ARNG and/or DAC, Reserve Component if a student fails to meet standards. DAC, ARNG and/or DAC, Reserve Component makes appropriate notifications to the students unit on the students status.

Appendix G Physical Fitness and Body Composition Programs to CATD Individual Student Assessment Plan (ISAP)

(b) Students that complete and pass the diagnostic APFT, but cannot take the record APFT due to a documented reason will have their diagnostic APFT score used to calculate their academic average and it serves as the record APFT for graduation purposes.

b. Physical Profiles: IAW AR 600-9, "you are responsible for reporting to your next duty station/school in satisfactory physical condition, able to pass the APFT and meet weight standards." Soldiers with a temporary medical profile limiting their activity may not enroll in MPBOLC unless their medical profile allows them to complete all course requirements with no restrictions. Soldiers must complete all course requirements prior to graduation. If a Soldier is injured or becomes ill after the start of the course and subsequently cannot participate in an APFT or any other required event, the Soldier will:

(1) Reschedule the event upon completion of their recovery period, prior to their scheduled graduation date.

(2) If the requirement cannot be rescheduled due to extended recovery period or other factors, the SGL will prepare a Student Status Review packet with recommendation for disposition (IAW Appendix I) for decision.

(3) Temporary Profiles: A profile restricting specific activities or APFT events will not preclude a student from participating in other activities or APFT events, which he/she is capable of performing.

(a) If a student is precluded from taking the diagnostic APFT due to temporary medical profile, the student will be tested immediately upon expiration of the profile and requisite recovery period. NOTE: Students are subject to APFT testing at any time if not exempt by medical profile.

(b) Students with a legitimate medical profile prohibiting participation in an APFT at the time of the final record APFT will be awarded (for purposes of academic average) academic points based on his/her diagnostic APFT score. Students who cannot take and pass an APFT during the entire duration of the course will be subject to a Student Status Review and disposition decision.

(4) Permanent Profiles (APFT):

(a) Students with a permanent profile must provide a copy of the DA 3349 (Physical Profile) during in processing. They will participate in physical training IAW limitations of their profile and must take and pass an approved alternate APFT. NOTE: Students may not attend the course with a permanent physical profile that prevents completion of any mandatory graduation requirement.

Appendix G Physical Fitness and Body Composition Programs to CATD Individual Student Assessment Plan (ISAP)

(b) If a student is prevented from taking the standard three events APFT (push-up, sit-up and two-mile run) due to permanent profile, the APFT will not be averaged into the student's academic average. The student's academic average will be based on 1700 possible points instead of 2000 possible points and averaged accordingly.

c. APFT Awards: The top female and the top male student are recognized as the highest APFT scores in the class. The awards are based on first-time performance during the final APFT using the extended scale (1 point for each push up and situp over the maximum and 1 point for each 6 seconds under the maximum on the run). Students who cannot take the final APFT due to medical profile may not use their diagnostic APFT score for credit towards APFT Award recognition. No minimum academic average is required to be eligible for the APFT Award. The APFT Award winners will receive specific comments on his / her AER as the top APFT average in their class and recognition at the banquet and graduation. Students who achieve 270 or greater with 90 points in each event achieving the Army Physical Fitness Badge receive specific comments on his / her AER and recognition at the banquet and graduation.

4. MPCCC and MPCCC-RC Implementation:

a. MPCCC:

(1) Active Component (AC), Reserve Component (RC) and National Guard (NG) officers attending the 21 week MPCCC course will be administered an initial RECORD APFT with height/weight screen during the inprocessing week **with Bravo Company, 701st MP BN** and will be required to pass in order to be admitted into the course. Successful completion of the APFT with height/weight screening is mandatory for course graduation.

(2) No APFT retest and/or height/weight screening is permitted for admittance into the course. Soldiers who subsequently fail to meet physical fitness and/or height/weight standards fail to meet course pre-requisites and will not be admitted into the course IAW AR 350-1 para 3-13. Soldiers who fail the initial APFT will remain in B/701st and rescheduled for the next MPCCC.

(3) Soldiers who fail to pass the initial RECORD APFT and/or meet body fat composition standards will not receive a DA Form 1059 due to the Soldier failing to meet the course requirements IAW AR 350-1 para 3-13 (b). This allows the Soldier the benefit of the doubt, without negative effects, in order to allow them to focus their efforts on physical readiness and/or recovery. The SGL will annotate in DTMS under the STATUS CODE: (U) "Showed did not begin training" and under the STATUS REASON CODE: (B) "Physical Fitness (remedial tng-APFT). This shows the student did show up for the course and subsequently drops the student from the course showing APFT failure.

Appendix G Physical Fitness and Body Composition Programs to CATD Individual Student Assessment Plan (ISAP)

(4) IAW TR 350-10, Soldiers failing the initial APFT and found medically unqualified will receive a medical dismissal, (for non-prejudicial medical reasons), maintained in B/701st, and allowed to be rescheduled to attend another class when medically capable.

b. MPCCC-RC Phase 2:

(1) Successful completion of the APFT with height/weight screening is mandatory for course graduation. Reserve Component (RC) Soldiers attending MPCCC will be administered a RECORD APFT and height/weight screen during the first residential phase (Phase 2), administered by **both CATD and B CO/ 701st MP BN personnel**. Soldiers must report to MPCCC with DA FM 705/DA FM 5500-5501 demonstrating physical fitness requirements on a diagnostic test were administered within 30 days of scheduled departure for school. Officer's travel on Day "0" (typically a Friday) and Day 1 starts the following day (Saturday). All officers attending MPCCC will be administered a RECORD APFT and height/weight screen on Day 1. RC officers will only be required to take a RECORD APFT and height/weight screen during Phase 4 if their Phase 2 RECORD APFT and height/weight screen occurred more than 12 months prior to the first day of Phase 4. If the Officer falls outside the 12 month window prior to attending Phase 4, the Officer will be administered a RECORD APFT with a height/weight screen on Day 1 as outlined for Phase 2.

(2) No APFT retest and/or height/weight screening is permitted. RC/NG Soldiers will be given the APFT on day 1 (Saturday) and if the Soldier subsequently fails to meet physical fitness and/or height/weight standards will be removed from the course IAW AR 350-1 para 3-13 by 14th MP Brigade and sent back to their unit the same day.

(3) Soldiers who fail to pass the initial RECORD APFT and/or meet body fat composition standards will not receive a DA Form 1059 due to the Soldier failing to meet the course requirements IAW AR 350-1 para 3-13 (b). This allows the Soldier the benefit of the doubt, without negative effects, in order to allow them to focus their efforts on physical readiness and/or recovery. The SGL will annotate in DTMS under the STATUS CODE: (U) "Showed did not begin training" and under the STATUS REASON CODE: (B) "Physical Fitness (remedial tng-APFT). This shows the student did show up for the course and subsequently drops the student from the course showing APFT failure.

(4) IAW TR 350-10, Soldiers failing the initial APFT and found medically unqualified will receive a medical dismissal, (for non-prejudicial medical reasons), returned to their unit, and allowed to be rescheduled to attend another class when medically capable.

c. All Components for MPCCC:

(1) The following actions will be taken for Soldiers who fail to meet APFT and/or

Appendix G Physical Fitness and Body Composition Programs to CATD Individual Student Assessment Plan (ISAP)

body fat composition standards without recognised justification:

(a) Active Component Officers in permanent change of station (PCS) status will be attached to the gaining installation pending clarification of assignment instructions. The USAMPS Commandant will notify HRC of the Soldier's ineligibility for training and request assignment instructions. The Commandant will initiate appropriate actions to include flagging IAW AR 600-8-2, changing the immediate reenlistment prohibition code as appropriate and/or a bar to reenlistment.

(b) US Army National Guard:

1. Title 32 Man Day (M-Day) and Active Guard Reserve (AGR) Officers in TDY and return status will return to their home unit. Chief MPCCC/Chief MPCCC RC, on behalf of the Commandant, will send a memorandum to the Soldiers' State Adjutant General in the Soldier's chain of command stating the Soldier's deficiencies and that he/she failed to achieve course standards.

2. Title 10 AGR Officers in a TDY and return status will return to their home unit. Chief MPCCC/Chief MPCCC RC, on behalf of the Commandant will send a memorandum to Chief of Staff, NGB, and the first general officer in the Soldier's appropriate chain of command stating the Soldier's deficiencies and that he/she failed to achieve course standards.

3. Title 10 AGR Officers in a TDY en route status will return to their home unit. Chief MPCCC/Chief MPCCC RC, on behalf of the Commandant will send a memorandum to Chief of Staff, NGB, and the first general officer in the Soldier's appropriate chain of command stating the Soldier's deficiencies and that he/she failed to achieve course standards.

(c) US Army Reserve:

1. TPU/Individual Mobilization Augmentee and AGR Soldiers in TDY and return status will return to their home units Chief MPCCC/Chief MPCCC RC, on behalf of the Commandant will send a memorandum to the first general officer in the Soldier's chain of command stating the Soldier's deficiencies and that he/she failed to achieve course standards. The unit commander will initiate appropriate actions, to include flagging per AR 600-8-2, changing the immediate reenlistment prohibition code as appropriate and/or initiating a bar to reenlistment.

2. IRR Soldiers in TDY and return status will return home. Chief MPCCC/Chief MPCCC RC, on behalf of the Commandant will send a memorandum to Commander, HRC, stating the Soldier's deficiencies and that he/she failed to achieve course standards. The unit commander will initiate appropriate actions, to include flagging per AR 600-8-2, changing the immediate reenlistment prohibition code as appropriate and/or initiating a bar to reenlistment.

Appendix G Physical Fitness and Body Composition Programs to CATD Individual Student Assessment Plan (ISAP)

3. The AGR Soldiers in a TDY en route status will be attached to the installation where they were to receive training pending clarification of assignment instructions. Chief MPCCC, on behalf of the Commandant will notify HRC of the Soldier's ineligibility for training and request assignment instructions. Chief MPCCC, on behalf of the Commandant will notify the first general officer in the chain of command of the gaining unit stating the Soldier's deficiencies and that he/she failed to achieve course standards. The unit commander will initiate appropriate actions, to include flagging per AR 600-8-2, changing the immediate re-enlistment prohibition code as appropriate and/or initiating a bar to reenlistment.

d. Further Course Requirements:

(1) In addition to the mandatory Army requirements, MPCCC students on the Active Component/Residential course will be administered a final RECORD APFT and height/weight screen at the end of the course. This is a course requirement and part of the graduation criteria. The extra APFT and height/weight screen are administered due to the length of the MPCCC: it keeps students focused physically throughout the course and provides a recent RECORD result to take forward to future units, in order to meet 6-monthly requirements.

(2) Officers who pass the initial RECORD APFT and height/weight screen, meet all other academic course requirements, but fail the final RECORD APFT or height/weight standards (and retests) will not be considered an academic course graduate. The officer will receive a DA Form 1059 with item 11d marked "Failed to Achieve Course Standards," and item 16 containing the statement "11d: Soldier met academic requirements, but failed to meet APFT and/or height/weight standards IAW AR 350-1/AR 600-9.

(3) Students attending the MPCCC RC are only required to take and complete one RECORD APFT and height/weight screen. IAW AR 350-1, para 3-14, students will complete these requirements during the first residential phase; Chief MPCCC and/or Chief MPCCC RC may authorize a student to complete the requirements during the second residential phase upon presentation of appropriate justification.

e. Physical Profiles:

(1) General: IAW AR 600-9, "you are responsible for reporting to your next duty station/school in satisfactory physical condition, able to pass the APFT and meet weight standards." IAW AR 350-1 there are, however, two aspects to this:

(a) Soldiers with medical profiles due to operational deployment will be permitted by their immediate commanders to attend MPCCC within the guidelines of their profile. Soldiers must arrive with a copy of their current profile and a memorandum signed by their commander stating the profile is a result of injuries sustained due to

Appendix G Physical Fitness and Body Composition Programs to CATD Individual Student Assessment Plan (ISAP)

operational deployment. Chief MPCCC should consult Chief CATD upon such occurrences in order to devise a specific case-by case policy on whether the requirement to pass the APFT and/or height/weight screen should be waived.

(b) Soldiers with temporary profiles that are not a result of operational deployment and prevent full participation in a course will be removed or deferred from school attendance consideration by their immediate commander until the temporary profile is removed.

(2) Temporary Profiles: Officers with a temporary medical profile limiting their activity, other than those due to operational deployment, may not enroll in MPCCC UNLESS their medical profile allows them to complete all course requirements with no restrictions, OR clearance to attend with profile has been granted by Chief CATD. This does not include temporary profiles for shaving or other non-performance deterring profiles. Pregnancy is covered separately below. Soldiers must complete all course requirements prior to graduation in order to graduate from MPCCC.

(3) Permanent Profiles: IAW AR 350-1, the following applies to permanent profiles:

(a) “[Officers] with a permanent designator of “2” in the physical profile must include a copy of DA Form 3349 as part of the course application. They will be eligible to attend courses (to include PME) and train within the limits of their profile provided they can meet course graduation requirements.” They will participate in physical training IAW limitations of their profile and must take and pass an approved alternate APFT (if a student is prevented from taking the standard three events APFT (push-up, sit-up and two-mile run) due to permanent profile, the APFT will not be averaged into the student’s academic average). Officers may not attend the MPCCC with a permanent designator 2 physical profile that prevents completion of any other mandatory graduation requirement, unless clearance is granted by Chief CATD.

(b) “[Officers] with a permanent designator of “3” or “4” in their physical profile must include a copy of DA Form 3349 and the results of their MOS Administrative Retention Review as part of the course application. Officers who have been before an MOS Administrative Retention Review and retained in their MOS or reclassified into another MOS are eligible to attend appropriate courses (to include PME) and train within the limits of their physical profile (DA Form 3349). Commandants will not dis-enrol nor deny enrolment of Soldiers into the training based on physical limiting conditions on their physical profile in accordance with MOS Administrative Retention Review adjudication.”

(4) Mid-Course Profiles: IAW AR 350-1, “[Officers] receiving temporary or permanent physical profile limitations after starting the [MPCCC (or the residential phases for RC officers)] will be evaluated by school commandants and commanders for continued enrolment. A profile restricting specific activities or APFT events will not

Appendix G Physical Fitness and Body Composition Programs to CATD Individual Student Assessment Plan (ISAP)

preclude a student from participating in other activities or APFT events which he/she is capable of performing. Officers who:

(a) Have met, or will be able to meet graduation requirements, including the APFT and height/weight screen, will continue to be trained within the limits of their profile.

(b) Cannot participate in an APFT or any other required event due to temporary profile, will be tested immediately upon expiration of the profile and requisite recovery period. NOTE: Students are subject to APFT testing at any time if not exempt by medical profile.

(c) Cannot reschedule and meet the requirement prior to graduation date due to extended recovery period or other factors will be subject to consideration for Student Status Review procedures and a recommendation for disposition (IAW Annex I) for decision by DOT&E or AC as applicable. A student who is unable to meet graduation requirements, including the second APFT and Height/weight screen, may proceed on graduation, return to their unit or proceed to their PCS unit and may, if eligible, be enrolled in a later course. Chief MPCCC/CATD should identify where a student has passed the initial RECORD APFT and height/weight screen and acquired a mid-course profile, which prevents completion of the second academic APFT and/or height/weight screen, and consider them for graduation having weighed up the cost/benefit to the Army in the student having to re-enroll. There is precedent for the second academic APFT and/or height/weight screen to be waived.

(d) Students with a legitimate medical profile prohibiting participation in an APFT at the time of the final APFT will be awarded (for purposes of academic average) academic points based on his/her initial APFT score. Students who cannot take and pass an APFT during the entire duration of the course will be subject to a Student Status Review and disposition decision by the DOT&E or AC, as applicable.

(e) Students on the RC course who acquire a mid-course profile which prevents successful completion of a RECORD APFT and/or height/weight screen by time of conclusion of Phase 4 should be considered on a case-by case basis by Chief MPCCC RC, taking into account all factors to include: evidence of a pass at parent unit, the nature of the profile and the cost/benefit to the Army.

f. Pregnant Officers:

(1) Pregnant Officers: IAW TRADOC ALARACT R 251850Z JUL 01, a pregnant soldier may attend MPCCC if she can provide a note from her attending physician that participation in all course requirements (to include taking an APFT to standard at the times required for graduation) would not be harmful to her. "An attending physician must provide a determination of whether course graduation requirements would be harmful to a pregnant soldier and a copy of [that determination must be provided] as

Appendix G Physical Fitness and Body Composition Programs to CATD Individual Student Assessment Plan (ISAP)

part of course application.” Pregnant officers may not enrol in MPCCC unless the attending physician’s note can be provided.

(2) “If it is determined that an officer becomes pregnant during the course, the attending physician must make a determination if continuing the course would be harmful to that soldier.” A copy of the physicians’ determination will be provided to the Commandant’s designated authority (normally Chief CATD) to decide whether the officer will continue or be dismissed from the course. “Dismissal will be considered a Medical dismissal and the soldier will be eligible to return to the course when the condition that led to the medical dismissal no longer exists.”

(3) In all cases, pregnancy is defined to include the time period from when an officer determines that she is pregnant (personnel should not take part in physical events if they suspect that they are pregnant but it has not yet been medically confirmed) to the conclusion of the 180 days postpartum period. IAW AR 350-1 G-9(f), officers “who are pregnant or who are recovering from childbirth are exempt from regular unit physical readiness training and APFT testing for the duration of the pregnancy and 180 days past pregnancy termination.”

g. Academic Points: In the AC course, academic points awarded for both the initial and final APFT (not using the extended scale), except as noted above. Students requiring more than one attempt to pass the APFT will be awarded 60 academic points upon obtaining a passing score, regardless of their previous APFT scores. See Table 1 to Appendix C for points allocation.

Appendix H Student Reclama Procedures to CATD Individual Student Assessment Plan (ISAP)

Student Reclama Procedures

- 1. A reclama is the means by which students may challenge answers to test questions that the student believes to be erroneous.**
- 2. STEP 1. Student officer submits reclama within two academic days of the test critique to their instructor. All reclamationas must comply with the following procedures:**
 - a. A reclama may be either written or typed IAW Table 1 to this Appendix and submitted to an SGL for any of the following reasons:**
 - (1) The question or a scenario within the question was improperly worded.**
 - (2) The question had multiple correct answers or no correct answers.**
 - (3) There is conflicting doctrine or instruction and the difference is not highlighted (e.g., an FM or AR is different from a block of instruction or different instructors give conflicting information).**
 - b. Each reclama must clearly state the issue, justify the argument, and provide supporting documents (e.g., regulations, other publications, or class handouts, etc.).**
- 3. STEP 2. Instructor obtains exact text of questions involved and attaches text to the reclama, safeguards the reclama to ensure academic security, researches the issue, reviews reclama, adds comments as appropriate, and forwards to the course Chief within 48 hours.**
- 4. STEP 3. The respective Course Chief will review the reclama and related documents, recommend either approval or disapproval, sign the document, log the reclama, and forward the reclama to the instructor that taught the block of instruction within 72 hours.**
- 5. STEP 4. The instructor will review the question listed in the reclama, and then respond back to the Course Chief within 24 hours (one work day). The instructor will provide written response to the student(s) to explain reasons for, or against, the reclama.**
- 6. STEP 5. The course Chief will retain a copy of the reclama (with response) and forward a copy of the response to the student officer initiating the reclama. In cases where a question is deemed inaccurate, poorly worded, etc. the course Chief will then coordinate to eliminate or reword the question as appropriate.**

Encl

Table 1 Student Reclama Form

**Table 1 Student Reclama Form to Appendix H Student Reclama Procedures to CATD
Individual Student Assessment Plan (ISAP)**

STUDENT RECLAMA FORM			
LAST, FIRST, MI		RANK	
COURSE TITLE		CLASS NUMBER	
TEST TITLE	VERSION	TEST BOOKLET #	
<p>Please check your inquiry area(s) below.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>LESSON OR EXAM IN ERROR WITH -</p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Field Manual Procedures <input type="checkbox"/> Technical Manual </div> <div> <input type="checkbox"/> Other Doctrine <input type="checkbox"/> Equipment Specifications </div> </div> </div> <div style="width: 45%;"> <p>CONFUSING CONTENT</p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Example <input type="checkbox"/> Illustration <input type="checkbox"/> Other _____ </div> <div> <input type="checkbox"/> Organization <input type="checkbox"/> Chart <div style="text-align: right;">(Please Explain)</div> </div> <div> <input type="checkbox"/> Wording <input type="checkbox"/> Figure </div> <div> <input type="checkbox"/> Situation <input type="checkbox"/> Table </div> </div> </div> </div>			
<p>COMMENTS: Be specific and cite paragraphs, pages and/or figure numbers. Please feel free to add comments on a separate sheet of paper if necessary</p> <div style="height: 400px; border: 1px solid black; margin-top: 10px;"></div>			

Appendix I Student Status Review Procedures to MP CATD Individual Student Assessment Plan (ISAP)

Student Status Review Procedures

1. The student status review (SSR) procedures prescribed in this Appendix are required in order to ensure fair and equitable processing of all recommendations for review of a student's academic status. IAW Army Regulation 350-1, Army Training and Leader Development, Oct 2010, and TR 350-36, dated 1 September 2015, students may be reviewed and considered for retain, recycle or dismissal from courses for the following reasons:

- a. Academic deficiency as defined in Paragraph 2, a.
- b. Personal misconduct such that continuance in the course is not appropriate. Personal misconduct can be due to violation of regulations, policies, or established discipline standards. No formal adjudication of guilt by a military or civilian court or by a commander under Article 15 of the Uniform Code of Military Justice (UCMJ) is necessary to support dismissal under the procedures outlined in this Appendix. All cases of officer misconduct will be handled per paragraph 2, b of this Appendix.
- c. Illness or injury (as determined by a physician), or added physical profile limitation.
- d. Compassionate reasons.

SSR Initiation

2. Categorization. There are two broad categories of unacceptable behavior that may result in adverse action taken against a CATD student.

a. **Academic Deficiency.** A Student Status Review (SSR) will be processed for any student identified by their SGL as academically deficient. Each case of academic deficiency will be evaluated on its merit, taking on a whole Soldier concept, and exceptions to SSRs may be granted by the Chief, CATD for additional attempt(s) at correcting the deficiency. A student will be identified as academically deficient upon any one of the following:

- (1) Failing an examination and the retest for that examination.
- (2) Failing a graded assignment and the retest for that assignment as defined in the ISAP introduction memo.
- (3) Failing a total of three exams and/or graded assignments.
- (4) Failing to achieve an overall 70% average of all graded assignments.
- (5) (MPBOLC) Failure to qualify on the M9 pistol and the M4 rifle by the 14th

Appendix I Student Status Review Procedures to MP CATD Individual Student Assessment Plan (ISAP)

course week (US Only). If a student fails to qualify with their class they will be re-trained and have more attempts to qualify with a subsequent class. If the student has not qualified by week 14 of their class they are considered a "no-go" and are subject to a SSR.

(6) (MPBOLC) Failure to attain a satisfactory score on the evaluated FTX leadership position and retest with a different instructor (if available). Student will not be given consecutive missions, they will be given an opportunity to observe at least one mission between each failed attempt.

(7) (MPBOLC) Failure to attain a "Go" on all TEWTs and the retest for that TEWT (oral and written).

(8) (MPBOLC) Failing to attain a "Go" on day and night land navigation by the 14th course week.

(9) (MPBOLC) Failure to attain a satisfactory score on the LEX and retest.

(10) Failure to keep pace or to progress with contemporaries, as demonstrated by a low record of efficiency when compared with other officers of the same grade and competitive category.

(11) Failure to exercise or exhibit necessary leadership or command expected of an officer of their grade.

(12) Failure of an officer to absorb technical proficiency required for grade and competitive category.

(13) Failure to properly perform assignments commensurate with an officer's grade and experience.

(14) Missing 8 consecutive or 16 cumulative hours of instruction. Upon 32 cumulative hours, an SSR may be initiated IAW Appendix E.

b. Student/Officer Misconduct. Students who are suspected of misconduct, to include violations of the Honor Code (Appendix A), will be reported through the chain of command (B/701/14 MP BDE) for disposition. Examples include:

(1) Apathy, defective attitudes, or other characteristic disorders to include inability or unwillingness to expend effort.

(2) Failure to conform to prescribed standards of dress, personal appearance, or military deportment.

(3) Failure to live by the Army Values and exhibit the Warrior Ethos.

Appendix I Student Status Review Procedures to MP CATD Individual Student Assessment Plan (ISAP)

(4) In accordance with Fort Leonard Wood (FLW) Command Policy #15, Limitation on Exercise of Authority, the authority to adjudicate all cases of suspected officer misconduct is withheld by the Commanding General (CG), MSCOE and Fort Leonard Wood. The ability of the Commandant, or designated representative, to dismiss officers from a course for reasons other than officer misconduct is not limited by this policy. Fort Leonard Wood (FLW) Command Policy #15 is attached as Table 10 to this Appendix.

3. **IMO Considerations.** All substandard performance and academic deficiency issues with an IMO must be reported to the International Student Division (ISD). In the event counselings from the instructor and the ISD office do not correct the IMO's deficiency the IMO will go through the SSR process. The potential outcomes for an IMO are: Retain, Recycle, Dismiss, and provide Certificate of Attendance. The Certificate of attendance is the equivalent to a referred 1059 for a US military officer. Any suspected misconduct involving IMOs will be referred to ISD for disposition.

4. Initiation of an SSR represents a critical step in the process of establishing and enforcing academic standards, with potential adverse impact on the student's continued military career. To ensure that students are placed on notice of USAMPS academic policies and procedures, and their own academic performance, Team Chiefs and Small Group Leaders (SGLs) are required to do the following:

- a. Inform students of the course and training completion requirements prior to the start of their course of instruction.
- b. Maintain complete and detailed student files/academic records IAW Appendix J.
- c. Instructors must have the Individual Student Assessment Plan (ISAP) with all Appendixes available for student review.
- d. Evaluate and return student submissions, practical exercises, and examinations as rapidly as possible, consistent with faculty requirements.
- e. Provide students an opportunity to correct academic deficiencies by counseling when appropriate. Counselings are required after any failed event (prior to re-training and re-testing). The student's SGL will normally conduct academic counseling, however the respective Course Chief or other members of the staff or faculty may counsel the student as required or directed by the Commandant, Assistant Commandant (AC), Director of Training and Education (DOT&E), or Chief, CATD. Counseling sessions will be documented and signed by all counselors and acknowledged by the student. All counseling forms will be maintained with the student's academic records. Course Chiefs are required to provide students with a Letter of Concern after the initial failure of a test prior to re-testing and prior to any the student attempting an event that could result in the initiation of a SSR.

Appendix I Student Status Review Procedures to MP CATD Individual Student Assessment Plan (ISAP)

5. PROCEDURE:

a. SGLs notify the respective Course Chief immediately upon identification of a student who is experiencing academic difficulties, personal issues or other circumstances that may trigger an SSR. This early notification serves to alert the academic chain of student issues that may result in failure to achieve course standards and provide the academic chain with the opportunity to develop solutions and/or assistance for the student in order to avoid circumstances that require an SSR board and potential dismissal or recycle. Students who fail an event or demonstrate duty performance issues will receive a Letter of Concern (IAW Table 1) from the Course Chief. This serves to convey the significance of the failure or performance issues and impress upon the student the need to improve.

b. Once a student fully meets the requirements for an SSR, the SGL counsels the student in writing using a DA Form 4856 and then notifies the Course Chief and the Chief, CATD through a MFR (Table 2) to determine if a SSR is warranted. Once a determination to initiate a SSR is reached the CATD Chief signs the "SSR Initiation Notification" memorandum (Table 3) and the SGL supplies the student with a copy. The SGL then creates the SSR Packet using a trifold folder, routing and cover sheets (Table 4), all student administrative/ academic files, and any statements or additional mitigating documentation furnished by the student. The complete SSR packet (including Table 5 SSR Decision Memo) will then be routed through the Course Chief and Chief, CATD ("Retain" approval authority).

c. Upon SGL, Course Chief, and Chief CATD review, any SSR packets that recommend recycle or dismissal will be forwarded to the USAMPS Legal section for a Legal Review. (Upon completion, the legal section will return the SSR Packet to the SGL to make any corrections needed.)

d. After any changes are made based on the legal review, recycle and dismissal SSR packets will be routed through the Director of Training and Education ("Recycle" approval authority), and the Assistant Commandant (if needed) ("Dismissal" approval authority) for decisions.

e. If it is determined that the student should be retained in the course the student will return immediately to their class in good standing and will be responsible for all coursework for the remainder of the course.

f. If it is determined that the student should be recycled to a subsequent course all MPBOLC and MPCCC students will immediately return to B/701 MP BN as directed by their SGL and B/701 Commander.

(1) MPBOLC Active Duty students will remain with B/701 and will be inserted into a future course as space is available.

Appendix I Student Status Review Procedures to MP CATD Individual Student Assessment Plan (ISAP)

(2) MPBOLC Reserve and National Guard students will immediately begin outprocessing and return to their home station. Reserve and National Guard students can attend a subsequent MPBOLC Class after a minimum of six (6) months has elapsed as space is available.

g. MPBOLC and MPCCC Students who are dismissed from the course will immediately return to B/701 MP as directed by their SGL and B/701 Commander.

(1) Active Duty students will work with the B/701 MP commander and will complete a rebranch or separation as directed during the SSR process.

(2) Reserve and National Guard students will immediately begin outprocessing and return to their home station. Units will determine the future status of the student (rebranch or separation).

h. All MPCCC-RC students will return to their unit of origin for recycles and dismissals.

i. When initiating a SSR, the SGL will:

(1) Counsel the student in writing (DA Form 4856) notifying them of the intent to initiate action, the basis for the action, and the consequences of recycle/rebranch/separation. The student will provide written acknowledgment of this counseling through the "Session Closing" signature block on the DA 4856. The student will have 48 hrs to submit any written statements that he/she would like included in the packet (this can be waived).

(2) Prepare an SSR packet for the academic chain; the SSR packet will include:

(a) The entire student file, maintained IAW Appendix I, including all previous counseling, letter(s) of concern (Table 1), academic documentation, etc.

(b) All information supporting the rationale/reason for the SSR such as grade sheets, counseling documentation, etc.

(c) A memorandum to the Chief, CATD (IAW Table 2) providing background on the student, specific details of the incident(s) or circumstances triggering the SSR, any remedial action taken to assist the student and a recommendation for disposition.

(d) Written acknowledgment by the student of SSR board initiation and student rights (DA 4856).

(e) The SSR Decision Memo MFR (Table 5).

Appendix I Student Status Review Procedures to MP CATD Individual Student Assessment Plan (ISAP)

(f) Forward all recycle or dismissal recommended SSR Packets to the USAMPS Legal Section for Legal Review after the Chief, CATD review and recommendation.

(g) Forward the entire packet through the respective Course Chief.

i. Course Chiefs:

(1) Reviews the entire SSR packet for completeness and accuracy.

(2) Course Chiefs will notify Human Resources Command that the student may not report IAW their orders if the student is Active Component. Course Chief notifies the Deputy Assistant Commandant, Reserve or Deputy Assistant Commandant, National Guard if the student is Reserve Component or National Guard in order to allow them adequate time to notify the students chain of command.

j. The Chief, CATD:

(1) Reviews the entire SSR packet for completeness and accuracy.

(2) Discuss specifics of the packet with the student as necessary. The Chief, CATD may interview personnel, request more information or direct further action as necessary in order to gain requisite fidelity on the case in order to render a decision or recommendation.

(3) If the Chief, CATD determines that the student should be retained in their current class the student immediately returns to their current class and is considered in good standing barring further academic or behavioral issues.

(4) If the Chief, CATD recommends recycle the Chief, CATD will forward the complete SSR packet to the DOT&E for decision (after a legal review completed by the SGL).

(5) If the Chief, CATD recommends dismissal, rebranch or separation, the Chief, CATD will forward the complete SSR packet through the DOT&E to the Commandant, or designated representative, for decision. The Assistant Commandant is the designated representative for approving dismissals.

k. The Director of Training and Education (DOT&E), USAMPS will:

(1) Review the entire SSR packet for completeness and accuracy.

(2) Discuss specifics of the packet with the student, SGL, Course Chief, and Chief, CATD as necessary. The DOT&E may interview personnel, request more information or direct further action as necessary in order to gain requisite fidelity on the

Appendix I Student Status Review Procedures to MP CATD Individual Student Assessment Plan (ISAP)

case in order to render a decision.

(3) When the DOT&E decides recycle or retain, or recommends dismissal, the DOT&E will formalize the decision by signing the notification memorandum (IAW Table 5). (There are no appeals for a recycle decision.)

(4) If the DOT&E recommends dismissal and rebranch or separation, the DOT&E will forward the complete SSR packet to the Assistant Commandant for decision.

I. The USAMPS Assistant Commandant will:

(1) Review the entire SSR packet for completeness and accuracy.

(2) Discuss specifics of the packet with the student, SSR Board, Course Chief, Chief CATD, DOT&E, and AC as necessary. The Commandant may interview personnel, request more information or direct further action as necessary in order to gain requisite fidelity on the case in order to render a decision.

(3) If the Assistant Commandant decides recycle or retain, the Commandant will formalize the decision by signing the notification memorandum for recycle or retain (IAW Table 5). The Course Chief will then make coordination for a subsequent class date for the student with the MSCOE registrar if necessary.

(4) If the Commandant, or a designee, decides to choose dismissal, rebranch or separation, the Commandant will sign the appropriate memorandum (IAW Table 5). The Course Chief will submit the student packet to B/701st MP for submission through the chain of command to HRC and final disposition.

m. The student:

(1) Is counseled by his / her SGL regarding the SSR and his /her right to appeal decisions regarding his / her student status.

(2) Acknowledge receipt of counseling upon Initiation of SSR (DA 4856).

(3) Be available for all counseling or interviews conducted during the SSR process.

(4) Acknowledge SSR recommendation IAW Tables 7-9 of this Appendix.

6. APPEALS: Appeals are only possible for dismissal decisions. Appeals of dismissal decisions must be made within three (3) days to the USAMPS Commandant using a student produced MFR and the memorandum in Table 6.

Appendix I Student Status Review Procedures to MP CATD Individual Student Assessment Plan (ISAP)

7. Students remain actively enrolled in the course throughout the SSR process pending final disposition, including appeals. However, in the case of alleged serious misconduct that would have a negative impact on the class the Chief, CATD may decide to eliminate the student from the course pending adjudication of the charge. If this is the case, students will return to B/701 MP BN pending further action.

8. Upon completion of the SSR process, the original packet will be retained within the CATD as a part of the student's academic file. A copy of the packet will be provided for the chain of command and the student.

13 Encls

Table 1 Letter of Concern

Table 2 SGL SSR Recommendation

Table 3 Chief, CATD SSR Initiation Student Notification

Table 4 SSR Routing and Coversheets

Table 5 SSR Decision Memo

Table 6 Commandant SSR Appeal Decision

Table 7 1059 Student Acknowledgement Referral Memo

Table 8 Student Decision Referral Memo

Table 9 Chief, CATD Supplementary Review of DA FM 1059

Table 10 Fort Leonard Wood Command Policy Letter 15

TABLE 1 Letter of Concern to Appendix I Student Status Review Procedures to CATD Individual Student Assessment Plan (ISAP)



**DEPARTMENT OF THE ARMY
UNITED STATES ARMY MILITARY POLICE SCHOOL
FORT LEONARD WOOD, MISSOURI 65473-8926**

ATSJ-TC

Place Date Here

MEMORANDUM FOR RANK Place Name Here, Student Course Title Class Number Here, US Army Military Police School, Fort Leonard Wood, Missouri 65473-8926

SUBJECT: Letter of Concern

- 1. It has come to my attention that you have discuss overview of the Issue in violation of the CATD Individual Student Assessment Plan (ISAP) Appendix I by Place Description of Concerns Here.**
- 2. In accordance with the CATD ISAP dated XXXXX, a student status review will be processed for substandard performance of duty. These deficiencies include:**
 - a. Academic Deficiency. A Student Status Review will be initiated for any student that fails to meet academic course criteria as outlined in the CATD ISAP (Appendix I, 2(a)).**
 - b. Student/Officer Misconduct. A Student Status Review will be initiated for any suspected misconduct including any violations of the Honor Code (CATD ISAP Appendix A) and any other criteria outlined in the CATD ISAP (Appendix I, 2(b)).**
- 3. Rigorously apply yourself in the areas where you have demonstrated weakness. It is incumbent upon you as a professional officer to make an improvement; this is a serious situation and your future Soldiers deserve nothing but the best from you. If you fail to make progress, you will meet with the Chief CATD for further decision, or you will be recommended for Student Status Review (SSR).**
- 4. The POC is the undersigned at 3-7834.**

**Course Chief, Name Here
MAJ, MP
Chief, Course Title**

I acknowledge having been counseled by the Chief, Course Title, and fully understand the implications of the initiation of a student status review.

ATSJ-TC
SUBJECT: Letter of Concern

Student Name Here
RANK, MP
Student

**TABLE 2 SGL SSR Recommendation to Appendix I Student Status Review Procedures to CATD
Individual Student Assessment Plan (ISAP)**



**DEPARTMENT OF THE ARMY
U.S. ARMY MILITARY POLICE SCHOOL
FORT LEONARD WOOD, MISSOURI 65473-8926**

ATSJ-TC

Place Date Here

**MEMORANDUM FOR Chief, Course Title, 14030 MSCoE Loop, Building 3203, Room
2060, Fort Leonard Wood MO 65473-8926**

**SUBJECT: Recommendation of a Student Status Review for RANK Place Student
Name**

- 1. Purpose: RANK Place Student Name Here is not able to complete all graduation requirements due to a Place Reason Here.**
- 2. Recommendation: Give your Recommendation Based on the Reason**
- 3. Background: Provide a concise background of the situation.**
- 4. RANK Place Student Name has been notified of my recommendation via direct, written counseling (enclosed in this Student Status Review folder).**
- 5. The point of contact for this memorandum is the undersigned at 573-563-XXXX or place email here.**

**SGL NAME
CPT, MP
Small Group Leader**

TABLE 3 Chief, CATD SSR Initiation to Appendix I Student Status Review Procedures to CATD Individual Student Assessment Plan (ISAP)



**DEPARTMENT OF THE ARMY
U.S. ARMY MILITARY POLICE SCHOOL
FORT LEONARD WOOD, MISSOURI 65473-8926**

ATSJ-TC

Place Date Here

MEMORANDUM FOR RANK Place Name Here, Student Course, Class Number, US Army Military Police School, Fort Leonard Wood, Missouri 65473-8926

SUBJECT: Notification of Initiation of Student Status Review

- 1. A Student Status Review (SSR) is initiated against you with the possibility that you may either be retained in the course, recycled into a later course, or dismissed from the course. If dismissed from the course you may either be re-branched or separated from the service.**
- 2. The basis for this SSR is your failure of Description of Issues. Specifically, Appendix I, SSR Procedures, to the CATD Individual Student Assessment Plan Reference ISAP Page and Appendix Number and ISAP Deficiency Verbiage Excerpt.**
- 3. If I determine that you should be retained in your current course, you will continue with your class and must still pass the required academic portion(s) that you have failed up to this point.**
- 4. If I recommend that you should be recycled to a subsequent course or dismissed completely I will make my recommendation to the DOT&E based on the all of the facts of your specific case. The DOT&E is the final approval authority for recycles. If applicable, the DOT&E shall then make his recommendation to the Assistant Commandant who is the approval authority for dismissals.**
- 5. You now have 48 hours to turn in any written statements on your behalf that will be included in your SSR packet or schedule an appointment with me to discuss your SSR and possible mitigating circumstances. You can waive the 48 hour requirement if you choose to. If you do not provide written statements or schedule an appointment I will utilize the SSR packet and your class work to make my determination of your class status.**

**Chief, CATD Name
LTC, MP
Chief, Command and Tactics Division**

TABLE 4 SSR Routing and Cover Sheets to Appendix I Student Status Review Procedures to CATD Individual Student Assessment Plan (ISAP)

ROUTING AND TRANSMITTAL SLIP

Date

DATE

TO: (Name, office symbol, room number, building, Agency/Post)		Initials	Date
1. Chief, Military Police Basic Officer Leader Course, NAME			
2. Chief, Command and Tactics Division, NAME			
3. USAMPS Legal Section, NAME			
4. USAMPS Director of Training and Education, NAME			
5. USAMPS Assistant Commandant, NAME			
<input checked="" type="checkbox"/> Action	File	Note and Return	
Approval	For Clearance	Per Conversation	
As Requested	For Correction	Prepare Reply	
Circulate	For Your Information	See Me	
<input checked="" type="checkbox"/> Comment	Investigate	Signature	
<input checked="" type="checkbox"/> Coordination	Justify		

REMARKS

Student Status Review

Student: RANK NAME

Class: Course XX-XX

Team Chief/SGL: NAME

Reason for SSR: REASON

Remarks:

DO NOT use this form as a RECORD of approvals, concurrences, disposals, clearances, and similar actions

FROM: (Name, organization symbol, Agency/Post)

Room Number - Building
Suite 2060, 3203 MSCoE Lp
Phone Number
3-7842

CPT NAME Team Chief, Course

AUTHORIZED FOR LOCAL REPRODUCTION

Previous Edition Is Usable

7540-00-935-5862

OPTIONAL FORM 41 (REV. 3/2007)

SSR Packet (Left Page)

RANK Place Name

Documents Review/Signature

Check After Document Reviewed/Signed

- ☐ **Orders**
- ☐ **Initial Counseling**
- ☐ **Honor Code**
- ☐ **Mid-Course Counseling**
- ☐ **DA Form 705/ DA5500 (if needed)**

SSR Packet (Center Page)

RANK Place Name

Documents Review/Signature

Check After Document Reviewed/Signed

- ☐ DA 4856 Notification to Initiate SSR (SGL & Student)
- ☐ Letter(s) of Concern (BOLC Chief & Student)
- ☐ Notification of Initiation of SSR (Chief, CATD)
- ☐ DA 4856 Acknowledgement of Initiation of SSR (Student)
- ☐ SSR Decision Memo (Chief, CATD/DOT/AC)
- ☐ DA FORM 1059 AER (Student, SGL, BOLC Chief)
- ☐ AER Referral Notification (Student, BOLC Chief)
- ☐ Acknowledgment of AER (Student)
- ☐ Supplementary Review of AER (CATD Chief)

TABLE 5, SSR Decision Memo to Appendix I Student Status Review Procedures to CATD
Individual Student Assessment Plan (ISAP)



DEPARTMENT OF THE ARMY
U.S. ARMY MILITARY POLICE SCHOOL
FORT LEONARD WOOD, MISSOURI 65473-6926

ATSJ-TC

Place Date Here

MEMORANDUM FOR RECORD

SUBJECT: Recommendation on Student Status Review of RANK Place Name Here

1. A Student Status Review (SSR) was initiated on Date against RANK Place Name Here a student in Course XX-XX, for Reason.
2. The undersigned have considered all factors in the enclosed SSR Packet and make the following decisions or recommendations.
3. As outlined in the CATD Individual Student Assessment Plan (ISAP) Appendix I, Student Status Review Procedures, "Retain" authority is held by the Chief, CATD, "Recycle" authority is held by the Director of Training and Education, USAMPS, and "Dismissal" authority is held by a designee of the Commandant, USAMPS (in this case, the Assistant Commandant, USAMPS).
4. The decision to retain or recycle as made below are binding and are not able to be appealed. The appeal authority for a dismissal is the USAMPS Commandant.

(Decision)/ Recommendation

(Retain) Recycle Dismissal

Chief, CATD Name

LTC, MP

Chief, Command and Tactics Division

COMMENTS

(Retain) (Recycle) Dismissal

DOE Name

COL, MP

Director of Training and Education

COMMENTS

ATSJ-TC

SUBJECT: Board's Findings of Fact and Recommendation, RANK Place Name Here

(Retain) (Recycle) (Dismissal)

Assistant CMDT Name

COL, MP

Assistant Commandant

COMMENTS

**TABLE 6, Commandant SSR Appeal Decision to Appendix I Student Status Review
Procedures to CATD Individual Student Assessment Plan (ISAP)**



**DEPARTMENT OF THE ARMY
U.S. ARMY MILITARY POLICE SCHOOL
FORT LEONARD WOOD, MISSOURI 65473-8828**

ATSJ-TC

Place Date Here

MEMORANDUM FOR RECORD

SUBJECT: Decision on Student Status Review of RANK Place Name Here

1. After careful consideration of the evidence and recommendations of the academic chain of command in your case, I have made the following decision:

- () You are retained in your current course and will proceed in good standing.**
- () You are recycled and will be placed in a later course.**
- () You are dismissed from the course.**

2. In addition, I am recommending to the chain of command that you should be (transferred to another branch) (separated from the service).

3. My decision is final. You have no right to appeal my decision.

**Commandant's Name
Brigadier General, US Army
Commandant**

TABLE 7, 1059 Student Acknowledgment Referral Memo to Appendix I Student Status Review Procedures to CATD Individual Student Assessment Plan (ISAP)



**DEPARTMENT OF THE ARMY
U.S. ARMY MILITARY POLICE SCHOOL
FORT LEONARD WOOD, MISSOURI 65473-6928**

ATSJ-TC

Place Date Here

MEMORANDUM FOR RANK Place Name Here, Bravo Company, 701st Military Police Battalion, 840 Colorado Avenue, Fort Leonard Wood MO 65473-8838

SUBJECT: Academic Evaluation Report (AER) Referral for RANK Place Name Here, Course Class XX-XX

1. Under the provisions of AR 623-3, para 3-34 and DA Pam 623-3, para 2-14, the enclosed copy of your DA Form 1059 for the period from **Start Date** to **End Date** is referred to you for acknowledgement. The specific reason for this referral is due to substandard duty performance as identified in the CATD Individual Student Assessment Plan.
2. You must acknowledge receipt of the enclosed copy and may provide comments if desired. Any comments submitted must be factual, concise, and limited to matters directly related to the evaluation on the referred report. Enclosures to comments provided are not authorized and will be withdrawn prior to forwarding the report, referral, acknowledgement and comments to HQDA.
3. Should you submit comments with your acknowledgement you are advised that they will not constitute a request for a Commander's Inquiry or appeal. Such requests must be submitted separately under the provisions on AR 623-3, Chapter 6, as appropriate.
4. Acknowledge receipt of the referred AER and submit any desired comments, by return endorsement, no later than **Date (10 Working Days)**.

**Course Chief Name
MAJ, MP
Chief, Course**

ATSJ-TC

**SUBJECT: Academic Evaluation Report (AER) Referral for RANK Place Name Here,
COURSE Class XX-XX**

I acknowledge having received the enclosed referred AER.

**Place Name Here
RANK, MP
Student, Course**

**TABLE 8, Student Decision Referral Memo to Appendix I Student Status Review
Procedures to CATD Individual Student Assessment Plan (ISAP)**



**DEPARTMENT OF THE ARMY
UNITED STATES ARMY MILITARY POLICE SCHOOL
FORT LEONARD WOOD, MISSOURI 65473-8926**

ATSJ-MP-TC

Place Date Here

MEMORANDUM FOR MAJ COURSE Chief Name, Chief COURSE

**SUBJECT: Acknowledgement of Student Status Review, RANK Place Name Here,
Military Police**

- 1. I have read and acknowledge the DA FM 1059 referral memorandum which I
received on Date.**
- 2. I acknowledge that I have the opportunity to respond by submitting comments on my
behalf in defense, extenuation, or mitigation of the evaluation. I further understand that
my comments, if submitted, do not constitute a request for a Commander's Inquiry or
evaluation report appeal. If I choose to submit written comments, I understand that I
must submit them by Date (10 working days away).**
- 3. I elect:**

[] Not to submit comments on my behalf.

**[] To submit written comments by the stated suspense date. I understand that if I
select this option, but do not submit written comments by the suspense date, I may
waive my right to respond.**

**Student Name
RANK, MP
Student, COURSE**

**TABLE 9, Chief, CATD Supplementary Review to Appendix I Student Status
Review Procedures to CATD Individual Student Assessment Plan (ISAP)**



**DEPARTMENT OF THE ARMY
U.S. ARMY MILITARY POLICE SCHOOL
FORT LEONARD WOOD, MISSOURI 65473-8928**

ATSJ-TC

Place Date Here

MEMORANDUM FOR RANK Place Name Here, Dates in Course

SUBJECT: Supplementary Review of Failed to Achieve Course Standards AER

- 1. As required by AR 623-3, Evaluation Reporting System, an additional review of the referred Failed to Achieve Course Standards AER was made by me, using paragraph 3-27 as the principle source of guidance.**
- 2. RANK Place Name Here had substandard performance as identified in the CATD Individual Student Assessment Plan. RANK Place Name Here had substandard duty performance as evidenced by his Reason.**
- 3. I find that the instructors were justified in their evaluation of RANK Last Name's abilities.**
- 4. The POC for this memorandum is the undersigned at (573) 563-6091 or Email.mil@mail.mil.**

**Chief, CATD Name
LTC, MP
Chief, Command and Tactics Division**

**TABLE 10 Fort Leonard Wood Command Policy 15 to Appendix I Student Status Review
Procedures to CATD Individual Student Assessment Plan (ISAP)**



**DEPARTMENT OF THE ARMY
U.S. ARMY MANEUVER SUPPORT CENTER OF EXCELLENCE
14000 MSCoE LOOP, SUITE 316
FORT LEONARD WOOD, MISSOURI 65473-8300**

ATZT-CG

24 April 2015

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Command Policy 15, Limitation on Exercise of Authority

1. REFERENCES.

- a. Manual for Courts-Martial, 2012 Edition.**
- b. Army Regulation (AR) 600-20 (Army Command Policy), 6 November 2014.**
- c. Fort Leonard Wood Regulation 525-3 (Installation Command Reporting), 11 August 2011.**
- d. Memorandum, Secretary of Defense, 20 April 2012, subject: Withholding Initial Disposition Authority Under the Uniform Code of Military Justice in Certain Sexual Assault Cases.**

2. PURPOSE. To establish policy and procedures for both the reporting of and disposition of allegations of certain types of misconduct and all misconduct by certain categories of offenders.

3. WITHHOLDING.

a. Pursuant to Rules for Courts-Martial (RCM) 306(a), 401, and 601, and reference 1d, I withhold the authority to dispose of the following:

(1) all allegations of misconduct committed by Soldiers in the rank of master sergeant (MSG; grade of E-8) and above; and

(2) allegations of sexual assault committed by Soldiers in the rank of sergeant first class (SFC; grade of E-7) and above. (In accordance with reference 1d, allegations of sexual assault against all other Soldiers are withheld to the special court-martial convening authorities with a rank of at least colonel.)

b. This reservation of authority includes, but is not limited to the following:

(1) choosing to take no disciplinary action;

(2) referring charges to court-martial;

TABLE 10 Fort Leonard Wood Command Policy 15 to Appendix I Student Status Review Procedures to CATD Individual Student Assessment Plan (ISAP)

ATZT-CG

SUBJECT: Command Policy 15, Limitation on Exercise of Authority

- (3) Imposing nonjudicial punishment;**
- (4) initiating elimination and separation actions; and**
- (5) issuing memoranda of reprimand UP AR 600-37.**

c. This reservation of authority does not apply to developmental counseling conducted in the ordinary course of professional development. Additionally, subordinate commanders retain the authority to initiate investigations and suspension actions for Soldiers who fall within this reservation of authority. If there is any doubt about whether an allegation of misconduct falls within this reservation of authority, commanders will consult with their servicing trial counsel.

4. PROCEDURES.

a. Subordinate commanders will report to me via e-mail thru command channels the general nature of the allegations against the individuals described above within 24-hours of the allegation, with copy furnished to the FLW Staff Judge Advocate (SJA), and if the allegation pertains to NCOs, a copy will be furnished to the MSCoE Command Sergeant Major. These reporting requirements do not apply to minor transgressions for which developmental counseling is appropriate. If there is any doubt whether an allegation of misconduct should be reported, commanders will consult with their servicing trial counsel. Allegations of sexual assault shall not be considered minor transgressions.

b. For misconduct other than minor transgressions, commanders will ensure that a thorough investigation is completed and documented, and that the case, including the Officer/Enlisted Record Brief and DA 268 FLAG, is forwarded to me through the Military Justice Division of the Office of the Staff Judge Advocate (OSJA). The chain of command will make recommendations as to final disposition.

c. Once a case is submitted, I will make the final determination whether to handle the case at my level or whether to refer the case back to a subordinate commander for disposition. A subordinate commander may request delegation of final disposition authority in specific cases. Such requests will be in writing, routed through the Military Justice Division of the OSJA, and will articulate both the justifications for the request and the command's proposed plan of action.

5. DEFINITION. For purposes of this command policy, "sexual assault" is defined as conduct or acts that violate Uniform Code of Military Justice (UCMJ) Article 120, UCMJ

TABLE 10 Fort Leonard Wood Command Policy 15 to Appendix I Student Status Review Procedures to CATD Individual Student Assessment Plan (ISAP)

ATZT-CG

SUBJECT: Command Policy 15, Limitation on Exercise of Authority

Article 125, assault with the intent to commit rape or sodomy in violation of UCMJ Article 134, and attempts to commit such offenses, in violation of UCMJ Article 80.

6. APPLICABILITY. This policy applies to actions currently under investigation. It does not affect authority to prefer charges in accordance with RCM 307.

7. ADDITIONAL REPORTING. Commanders are reminded of additional reporting requirements contained in FLW Regulation 525-3.

8. SUPERSESSION. This command policy is in effect until superseded or rescinded and supersedes memorandum, HQ MSCoE, 23 August 2013, subject: same as above.

9. PROPONENT. The proponent of this command policy is the Staff Judge Advocate.



KENT D. SAVRE
Brigadier General, USA
Commanding

DISTRIBUTION:

**All Brigades, Battalions, Companies,
Detachments, Directorates, Personnel
Staff Offices, and Tenant Units**

Appendix J Student Academic Files to CATD Individual Student Assessment Plan (ISAP)

Student Academic Files

1. Each Small Group Leader (SGL) or Team Chief will ensure a student file is created for each student. The student file will be prepared with a cover sheet that will be annotated with the date appropriate to each document included (example in Table 1). Each student file will contain the following:

a. Counseling Records/Documentation.

(1) Initial Course Counseling to include:

(a) Signed copy of ISAP/Honor Code.

(b) Explanation of course requirements and consequences for failure on evaluations IAW course management and student evaluation plans.

(2) Mid-Course Counseling.

(3) End of Course Counseling.

(4) All other counseling conducted by the Academic Chain.

b. Student Grade Book (to include all retest scores).

c. Copy of Evaluations to include, but not limited to:

(1) All Leadership Position Evaluations.

(2) All Graded Written and Oral Evaluations.

d. Copy of Student's APFT.

e. Copy of Student's Body Fat Worksheet (if necessary).

f. Copy of orders assigning student to the course and any waivers required to attend the course.

g. Copy of the student's DA Form 1059 or DD Form 2496 and a copy of the certificate of completion.

h. Copy of any Student Status Review Documentation.

Appendix J Student Academic Files to CATD Individual Student Assessment Plan (ISAP)

3. Student's test answer sheets will be retained by the Test Control Officer until course completion. Test records for any student declared non-graduate or released early from a course will be maintained for at least two years.

4. Student academic files, IAW the Registrar Check Sheet (Table 1), will be maintained for a minimum period of 12 months following course graduation by the registrar. Student academic files for any student declared non-graduate or released early from a course will be maintained for at least two years.

3 Encls

Table 1 MPBOLC and MPCCC Registrar Check Sheet

Table 2 MPBOLC Student Initial Counseling

Table 3 MPCCC Student Initial Counseling

Table 4 MPCCC Mid Course Counseling

Table 5 MPCCC-RC Counselings

**TABLE 1 MPBOLC and MPCCC Registrar Student Records Checklist to Appendix J
Student Academic Files to CATD Individual Student Assessment Plan (ISAP)
Student Records Checklist**

Student Rank/Name: _____ Class #: _____

Start Date: _____

Graduation Date: _____

	Date
ATRRS R2 REPORT (Registrar prints)	_____
Orders to Attend Course	_____
DA 3349 Physical Profile	_____
DA 1059/DD 2496 Service School Academic Evaluation Report	_____
DTMS Gradebook	_____
DTMS Class Roster (signed and dated by course manager)	<u>Class Folder</u>
All counseling/Evaluations	
Initial Counseling (& Honor code)	_____
Performance Counseling	_____
Leadership counseling	_____
End of Course Evaluation	NA _____
Notification of student's Commander	NA _____
DA Form 705	_____
DTMS APFT Report	<u>Class Folder</u>
DA Form 5500	_____
DTMS HT/WT Report	<u>Class Folder</u>
DTMS Weapons Qualification report	<u>Class Folder</u>

—Quality Control—

Discrepancies Noted: _____

I certify that the required documents on this checklist are present or discrepancies noted on this checklist are correct for this student's record.

_____ DATE	_____ SIGNATURE
	_____ NAME
	Course Manager

I reviewed the required documents described on this checklist. Documents are present or listed in discrepancies noted section for this student's record.

_____ DATE	_____ SIGNATURE
	Orison, Renee GS9
	G33 Registrar

Table 2 Student Initial Counseling to Appendix J to CATD Individual Student Assessment Plan (ISAP)

**MILITARY POLICE BASIC OFFICER LEADER COURSE
INITIAL COUNSELING**

Rank/Name: _____ Male Female

Class/Week in Training: _____

DATE AND CIRCUMSTANCES: _____ **Date:** _____

You have just started the MP Basic Officer Leader Course at the US Army Military Police School. The purpose of this initial counseling is to ensure you understand graduation requirements, as well as other academic and behavioral expectations.

DATE AND SUMMARY: _____ **Date:** _____

_____ While attending this 17-week course, you must complete all course requirements. Inability to complete any one of these events will result in a Student Status Review with recommendation for disposition (IAW Appendix H to the Individual Student Assessment Plan). These requirements include:

MP BOLC GRADUATION REQUIREMENTS		Standard	US	IMO
Academic Requirements for Graduation				
Common Core Exam*	70% of 100 Points	X	X (1)	
Training Management Exam*	70% of 100 Points	X	X (1)	
Supply Exam*	70% of 100 Points	X	X (1)	
TACOPS Exam*	70% of 100 Points	X		
Law Exam*	70% of 100 Points	X	X (1)	
Law Enforcement Exam*	70% of 100 Points	X	X (1)	
Performance Requirements for Graduation				
Land Navigation Evaluation*	6 of 8 Points in 5 hours	X	X (2)	
M4 Qualification*	23 of 40 hits	X	X (2)	
M9 Qualification*	36 of 50 hits	X		
Letter of Introduction	17.5 of 25 points	X	X	
World Military Affairs Briefing	35 of 50 points	X	X	
Conduct a FLIPL	70 of 100 points	X		
AR 600-20 Assignment	35 of 50 points	X		
MRT EXSUM	35 of 50 points	X		
Oral TEWT Evaluation	70 of 100 Points	X		
Written TEWT Evaluation	70 of 100 Points	X		
Book Report	35 of 50 Points	X	X	

Table 2 Student Initial Counseling to Appendix J to CATD Individual Student Assessment Plan (ISAP)

Law Enforcement Exercise	70 of 100 Points 17.5 of 25 Points per Exercise	X	X
Record APFT	180 of 300 points (min 60 points per event)	X	X (2)
Battle Analysis Briefing	35 of 50 Points	X	X
Garrison Leadership Evaluation*	35 of 50 Points	X	
FTX Leadership Evaluation*	105 of 150 Points	X	
Miscellaneous Requirements for Graduation			
SGL Points	100 Points	X	
Peer Evaluations	Top 1/3 in Class: +15 points Top 1/3 in Squad: +10 points Middle 1/3 in Squad: +5 points Bottom 1/3 in Squad: +0 points	X	X

NOTES:

(*)Events that have an asterisk indicate a "First Time Go" requirement to be considered for MP BOLC Honors Recognition.

(1) IMO's have the option of writing a paper instead of taking the exam IAW Appendix C. IMO Distinguished Honor Graduate and Honor Graduate must attain at least an 85% overall academic average.

(2) IMO's must complete/participate, but minimum score is not a graduation requirement. For International Honors first time go on all required events is still mandatory.

 Pass all assignments, performance orientated evaluations and tests listed in the table above. Failure to pass three on the first attempt will result in the initiation of a student status review. Failure to pass any on the second attempt will do the same.

 You are required to pass the final record Army Physical Fitness Test (APFT) and meet height/weight requirements. Remember, leaders lead from the front. You are encouraged to earn the Army Physical Excellence Award by scoring no less than 90 points in each category for a total score of at least 270 points.

Your Initial APFT score was _____.

This score breaks down as follows:

Push ups: _____ repetitions for _____ points.

Sit ups: _____ repetitions for _____ points.

2 mile run: _____:_____ minutes for _____ points.

Table 2 Student Initial Counseling to Appendix J to CATD Individual Student Assessment Plan (ISAP)

Additionally, there are other requirements you will be expected to meet.

_____Lead by example. Maintain the highest military bearing and discipline, on or off duty. This applies to how you conduct yourself in and out of the classroom. Do not settle for the minimum standard. Ensure you are meeting or exceeding appearance standards of AR 670-1. Be polite and considerate to others, especially as you proceed through the halls of MSCOE. Seek out responsibility. Be a team player. Stay focused and motivated. Build on MP Regimental pride by always endeavoring to learn about where we have been, where we are, and where we are going as a branch.

_____You are on a "full scholarship" here. Do your readings and come to class prepared to contribute. When you take over your platoon, it's too late to play catch-up.

Prohibited practices can end your career much more quickly than failure to achieve course standards. As an MP, you must be the standard bearer. Remember the following:

_____Do not violate FLW Regulation 350-12 considering the proper treatment of trainees at FLW. You read, understood and signed FLW Form 1225 (Jul 02), which covered this subject in detail during in-processing.

_____Do not fraternize or engage in unprofessional or improper relationships with enlisted soldiers. Ignorance is not an excuse. Trust, but verify. You read, understood, and signed a form covering this subject in detail during your in-processing.

_____Do not drive under the influence of alcohol, or any other controlled substance. You read, understood, and signed FLW Form 1727 (Nov 99) covering this subject in detail during your in-processing. The improper use or abuse of alcohol or controlled substances will not be tolerated. You have been provided with local cab contact information through B Co, and you have been provided the contact information of your SGLs – if you require a ride, call a cab or call a cadre member. If you do not do so, the consequences fall squarely on your shoulders.

_____Sexual harassment will not be tolerated at USAMPS at all.

_____Do not be drawn into a physical confrontation with anyone. This includes your spouse and children, if applicable. Assault, spousal abuse, and/or child abuse or neglect will not be tolerated. You will be referred to the Company B commander for adjudication.

_____Do not become involved in a student-instructor confrontation. Instructors are cadre, regardless of rank. If an instructor has been disrespectful or otherwise derelict, address the issue with your SGL. If the cadre member is wrong, the SGL will ensure the issue is addressed properly. If you are wrong, you will be referred to the Chief, MP BOLC B.

_____Do not go to "off limits" establishments. If you would be embarrassed to take your parents to a place, then you probably shouldn't be there either, especially as an officer.

Table 2 Student Initial Counseling to Appendix J to CATD Individual Student Assessment Plan (ISAP)

_____ Don't write bad checks. You will bring discredit upon the US Army, this post and USAMPS. If you do so, you will be referred to the Company B commander.

_____ Do not possess a privately owned weapon (POW) on FLW, without registering it with the Provost Marshal Office. Store it in an authorized location. Never transport a loaded POW.

_____ Do not compromise your integrity. Do not lie, cheat, steal, or tolerate those who do.

AUTHENTICATION

Counselor:

DATE: _____

I acknowledge having been counseled by the above individual and understand the reason for this counseling session. I also acknowledge having read the current MP BOLC Individual Student Assessment Plan and recognize all that is required of me during this course. I recognize what actions may be taken against me IAW Appendix J to the Individual Student Assessment Plan if I fail to perform. I concur / do not concur that the information above accurately reflects this counseling session. I do not concur for the following reasons:

PRINT NAME, RANK, BRANCH and SIGN

DATE: _____

Table 3 MPCCC Student Initial Counseling to Appendix J to CATD Individual Student Assessment Plan (ISAP)

**MILITARY POLICE CAPTAIN'S CAREER COURSE
INITIAL COUNSELING**

Rank/Name: _____ Male Female

Class/Week in Training: _____

DATE AND CIRCUMSTANCES:

Date: _____

You have just started the MP Captain's Career Course at the US Army Military Police School. The purpose of this initial counseling is to ensure you understand graduation requirements, as well as other academic and behavioral expectations.

DATE AND SUMMARY:

Date: _____

_____ While attending this 21-week course, you must complete all course requirements. Inability to complete any one of these events will result in a Student Status Review with recommendation for disposition (IAW Appendix H to the Individual Student Assessment Plan). These requirements include:

_____ Pass all assignments, performance orientated evaluations and tests listed in the table above. Failure to pass three on the first attempt will result in the initiation of a student status review. Failure to pass any on the second attempt will do the same.

_____ You are required to pass the Army Physical Fitness Test (APFT) and meet height/weight requirements. Remember, leaders lead from the front. You are encouraged to earn the Army Physical Excellence Award by scoring no less than 90 points in each category for a total score of at least 270 points.

Your Initial APFT score was _____.

This score breaks down as follows:

Push ups: _____ repetitions for _____ points.

Sit ups: _____ repetitions for _____ points.

2 mile run: _____:_____ minutes for _____ points.

Additionally, there are other requirements you will be expected to meet.

_____ Lead by example. Maintain the highest military bearing and discipline, on or off duty. This applies to how you conduct yourself in and out of the classroom. Do not settle for the minimum standard. Ensure you are meeting or exceeding appearance standards of AR 670-1. Be polite and considerate to others, especially as you proceed through the halls of MSCOE. Seek out responsibility. Be a team player. Stay focused and motivated. Build on MP Regimental pride by always endeavoring to learn about where we have been, where we are, and where we are going as a branch.

_____ You are on a "full scholarship" here. Do your readings and come to class prepared to contribute. When you take over your platoon, it's too late to play catch-up.

Table 3 MPCCC Student Initial Counseling to Appendix J to CATD Individual Student Assessment Plan (ISAP)

Prohibited practices can end your career much more quickly than failure to achieve course standards. As an MP, you must be the standard bearer. Remember the following:

_____ **Do not violate FLW Regulation 350-12 considering the proper treatment of trainees at FLW. You read, understood and signed FLW Form 1225 (Jul 02), which covered this subject in detail during in-processing.**

_____ **Do not fraternize or engage in unprofessional or improper relationships with enlisted soldiers. Ignorance is not an excuse. Trust, but verify. You read, understood, and signed a form covering this subject in detail during your in-processing.**

_____ **Do not drive under the influence of alcohol, or any other controlled substance. You read, understood, and signed FLW Form 1727 (Nov 99) covering this subject in detail during your in-processing. The improper use or abuse of alcohol or controlled substances will not be tolerated. You have been provided with local cab contact information through B Co, and you have been provided the contact information of your SGLs – if you require a ride, call a cab or call a cadre member. If you do not do so, the consequences fall squarely on your shoulders.**

_____ **Sexual harassment will not be tolerated at USAMPS at all.**

_____ **Do not be drawn into a physical confrontation with anyone. This includes your spouse and children, if applicable. Assault, spousal abuse, and/or child abuse or neglect will not be tolerated. You will be referred to the B Company Commander for adjudication.**

_____ **Do not become involved in a student-instructor confrontation. Instructors are cadre, regardless of rank. If an instructor has been disrespectful or otherwise derelict, address the issue with your SGL. If the cadre member is wrong, the SGL will ensure the issue is addressed properly. If you are wrong, you will be referred to the Chief, MP CCC.**

_____ **Do not go to "off limits" establishments. If you would be embarrassed to take your parents to a place, then you probably shouldn't be there either, especially as an officer.**

_____ **Don't write bad checks. You will bring discredit upon the US Army, this post and USAMPS. If you do so, you will be referred to the Company B commander.**

_____ **Do not possess a privately owned weapon (POW) on FLW, without registering it with the Provost Marshal Office. Store it in an authorized location. Never transport a loaded POW.**

_____ **Do not compromise your integrity. Do not lie, cheat, steal, or tolerate those who do.**

Table 3 MPCCC Student Initial Counseling to Appendix J to CATD Individual Student Assessment Plan (ISAP)

AUTHENTICATION

Counselor:

DATE:_____

I acknowledge having been counseled by the above individual and understand the reason for this counseling session. I also acknowledge having read the current MP BOLC Individual Student Assessment Plan and recognize all that is required of me during this course. I recognize what actions may be taken against me IAW Appendix J to the Individual Student Assessment Plan if I fail to perform.

I concur / do not concur that the information above accurately reflects this counseling session. I do not concur for the following reasons:

DATE:_____

PRINT NAME, RANK, BRANCH and SIGN

Table 4 MPCCC Student Mid-Course Counseling Sheet to Appendix J Student Academic Files to CATD Individual Student Assessment Plan (ISAP)

**MILITARY POLICE CAPTAINS CAREER COURSE (ACTIVE COMPONENT)
MIDCOURSE COUNSELING**

Rank/Name: _____

Date: _____

MPCCC Class: _____

SUMMARY OF COUNSELING

Your academic performance to date is ☐ Superior ☐ Satisfactory ☐ Unsatisfactory

This is a subjective grade based on your academic performance thus far in the course and how I assume you will perform on the remaining academic requirements.

Information Paper: _____/50	IDP: Go / NoGo
Argumentative Essay: _____/50	R2C: Go / NoGo
Culture Brief: _____/50	CSDP Case Study: Go / NoGo
Congressional: _____/50	Motor Pool Ops: Go / NoGo
OER: _____/50	Art 15 Role Play: Go / NoGo
Mission Command Paper: _____/100	CDR Monthly Reports: Go / NoGo
Mission Command Brief: _____/100	USR Quad Chart: Go / NoGo
Unit Training Plan: _____/100	KM Posting: Go / NoGo
Joint Capabilities Brief: _____/50	Unit Budget: Go / NoGo
Staff Study Paper: _____/50	
Decision Brief: _____/50	
Police Advising in ULO: _____/100	
Intelligence Targeting Brief: _____/100	

Your performance as both a leader and a follower throughout the remainder of the course will account for the majority of your leadership and contribution to group work rating (total of 400 points). I will continue to evaluate your professionalism and military bearing throughout the remainder of the course. I recommend that you sustain/improve the following areas, respectively.

SUSTAIN

IMPROVE

AUTHENTICATION

Counselor/Small Group Leader DATE: _____

I acknowledge having been counseled by the above individual and understand the reason for this counseling session. I concur / do not concur that the information above accurately reflects this counseling session. I do not concur for the following reasons:

DATE: _____
PRINT NAME, RANK, BRANCH and SIGN

**MILITARY POLICE CAPTAINS CAREER COURSE (RESERVE COMPONENT)
INITIAL/FINAL COUNSELING**

Rank/Name: _____

Male Female

DATE AND SUMMARY:

Date: _____

You have just started the Phase 4 MPCCC RC at the US Army Military Police School. The purpose of this initial counseling is to ensure you understand graduation requirements, as well as other academic and behavioral expectations.

While attending this 2-week course, you must complete all course requirements. Inability to complete any one of these events will result in a Student Status Review with recommendation for disposition (IAW the Individual Student Assessment Plan (ISAP)).

Pass all assignments, performance orientated evaluations and tests listed in the table above. Failure to pass more than two on the first attempt will result in the initiation of a student status review. Failure to pass any on the second attempt will do the same.

You are required to pass the Army Physical Fitness Test (APFT) and meet height/weight requirements in the first phase of the course. Remember, leaders lead from the front. You are encouraged to earn the Army Physical Excellence Award by scoring no less than 90 points in each category for a total score of at least 270 points.

Your Final APFT score was _____

Push-ups: _____ repetitions for _____ points.

Sit-ups: _____ repetitions for _____ points.

2-mile run: _____:_____ minutes for _____ points.

Additionally, there are other requirements you will be expected to meet.

Lead by example. Maintain the highest military bearing and discipline, on or off duty. This applies to how you conduct yourself in and out of the classroom throughout the day, as well. Do not settle for the minimum standards. Ensure you are meeting or exceeding appearance standards of AR 670-1. Be polite and considerate of others, especially as you proceed through the halls of MSCoE. Seek out responsibility. Be a team player. Stay focused and motivated. Build on MP Regimental pride by always endeavoring to learn about where we have been, where we are, and where we are going as a branch.

You are on a full scholarship here. Complete all class pre-reading and come to class prepared to contribute.

Prohibited practices can end your career much more quickly than failure to achieve course standards. As an MP, you must be the standard bearer. Remember the following:

Table 5 MPCCC-RC Student Counseling to Appendix J Student Academic File to CATD Individual Student Assessment Plan (ISAP)

Do not violate FLW Regulation 350-12 considering the proper treatment of trainees at FLW. You read, understood and signed FLW Form 1225 (Rev 17 July 2002), which covered this subject in detail during in-processing.

Do not fraternize or engage in unprofessional or improper relationships with enlisted Soldiers. Ignorance is not an excuse. Trust, but verify. You read, understood, and signed a form covering this subject in detail during your in-processing.

Do not drive under the influence of alcohol, or any other controlled substance. You read, understood, and signed FLW Form 1727 (NOV 99) covering this subject in detail during your in-processing.

Sexual harassment will not be tolerated at USAMPS at all.

Do not be drawn into a physical confrontation with anyone. This includes spouse and children, if applicable. Assault, spousal abuse, and/or child abuse or neglect will not be tolerated. You will be referred to the B, 701st Co Cdr.

Do not become involved in a student-instructor confrontation. Instructors are cadre, regardless of rank. If an instructor has been disrespectful or otherwise derelict, address the issue with your SGL. If the cadre member is wrong, the SGL will ensure the issue is addressed properly. If you are wrong, you will be referred to the Chief CCC / Chief CATD.

Do not go to "off limits" establishments. If you'd be embarrassed to take your parents to a place, then you probably shouldn't be there either, especially as an officer.

Do not possess a privately owned weapon (POW) on FLW, without registering it with the Provost Marshal Office at the main gate. Store it in an authorized location. Never transport a loaded POW.

Do not compromise your integrity. Do not lie, cheat, steal, or tolerate those who do.

AUTHENTICATION

Counselor/Small Group Leader _____ DATE: _____

I acknowledge having been counseled by the above individual and understand the reason for this counseling session. I also acknowledge that I have read the MPCCC Individual Student Assessment Plan (ISAP) and USAMPS Honor Code, and recognize all that is required of me during this course. I recognize what actions may be taken against me IAW Appendix J to the Individual Student Assessment Plan if I fail to conform.

I concur / do not concur that the information above accurately reflects this counseling session. I do not concur for the following reasons:

PRINT NAME, RANK, BRANCH and SIGN **DATE: _____**



U.S. ARMY

CATD ISAP SUMMARY OF CHANGE



- **MPCCC/MPCCC-RC INITIAL APFT/HT/WT**
 - APFT or HT/WT Failures will not be re-tested
 - APFT or HT/WT Failures will not be admitted to the course; coded under DTMS as “Failed to Meet Course Pre-Requisites”
 - AC: Occurs on Day 0 (*green tab*)
 - RC: Occurs on Day 1, prior to in-processing (*yellow tab*)
- **CATD SSR BOARD PROCESS**
 - No longer a panel; paper board only (*blue tab*)
 - CATD Chief authority to retain
 - DOT authority to recycle
 - AC authority to dismiss



Individual Student Assessment Plan Changes (original: AUG16 updated: JUN18)

Overall:

Format changes: Arial font from Times New Roman, numerous wording and grammar corrections throughout, consolidated MPBOLC, MPCCC, and MPCCC-RC ISAPs into one CATD ISAP.

Introduction Section:

Updated Introduction letter to reflect CATD as a whole and added COL Davel as DOTE signature block.

Updated Table of Contents to reflect changing Appendices and tables.

Updated ISAP Memorandum to reflect all courses and doctrine changes.

Added MPBOLC and MPCCC graduation requirements (still need to add MPCCC-RC phases I-IV)

Appendix A: Honor Code: No changes

Appendix B: MPBOLC Student Evaluations: Table 1 updated to reflect new gradebook point values (originally 1750, now 2000 US student points)

Added Tables for all graded assignments. (need to complete updates for tables 2,4,5,6, and 7 as POI is updated and final grading criteria is complete)

Appendix C: Table 2 MPCCC-RC Student Gradebook added

